HALIFAX REGIONAL SCHOOL BOARD

GENERAL FUND BUSINESS PLAN & BUDGET

2004-2005

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INTRODUCTION/PLANNING CONTEXT

The Halifax Regional School Board is responsible for administering the public school system within the geographic boundary of the Halifax Regional Municipality. The Board operates 137 schools serving almost 56,600 students and employing over 5000 teachers and support staff.

Since 2001-2002, the Board has taken a conservative approach to budgeting to ensure flexibility in addressing unforeseen or unexpected events. This approach has created financial stability within the Board and resulted in budget surplus for the past two years. This has also provided the resources to address several key priorities.

As noted in the 2003-2004 business plan, the Superintendent undertook extensive consultations throughout the system in the fall of 2002. With the outcome of these consultations in the "Blueprint for Improvement", as well as the Department of Education's "Learning for Life", a strategic focus and direction has been set to guide the Halifax Regional School Board for the next several years.

In preparation for the 2004-2005 business planning process, the Board members and Senior Staff held a workshop on November 4, 2003 to review goals and the planning context.

Through consensus, the Board members agreed that the following statements reflect the context in which the final 2004-2005 business plan and budget will be prepared. As this is the initial draft of the business plan, some of these context statements may change before the final business plan is approved in the spring of 2004.

Planning Context Statements

- Pressure to improve student achievement will continue from parents, the Department of Education and the media. This pressure will necessitate ongoing commitment to transparency and accountability.
- Literacy and Mathematics will continue to remain the primary focus for both the Halifax Regional School Board and the Department of Education.
- The release for the first time, of a variety of data (baseline data), will influence business plan priorities for 2004-2005.
- A degree of flexibility will be required to address identified school and system needs following analysis of baseline data.
- Student enrolment will continue to decline and, as a result, reduced funding will be a reality.
- The Department of Education will continue to use targeted funding to achieve certain objectives (e.g. Class Size Cap).
- The Board will continue to experience a high turnover of teaching and administrative staff due to retirements.
- The Board will experience significant pressure during negotiations with various bargaining units that would impact the financial position of the Board.
- $4.9 million has been committed by the government for implementation of the BLAC Report over the next several years.
- Demands for delivery of special education services to students will continue to grow.
- The Department of Education will require additional attention by school boards to specific initiatives: Physical Education, Safe and Healthy Schools, Provincial Time-to-Learn Strategy.

- Maintaining the current level of Supplementary Funding will be a challenge for the Board.
- The Board's commitment to facilities repair and renewal will continue.

The Board's key focus remains on student achievement and Planning for Improvement. The Board will continue to seek a commitment to immediately review the fairness and equity of formula funding. The Board's success in achieving its business plan goals hinge on fair, equitable and adequate funding.

BOARD GOVERNANCE STRUCTURE

The Halifax Regional School Board is comprised of fourteen elected school board members. Thirteen members are elected in local electoral districts. One member is elected to represent African Nova Scotians throughout the jurisdiction of the Board. Earlier this spring, the Board also became the first school board in Nova Scotia to have a non-voting Student Advisor on the Board. This student representative joined the Board in September 2003.

The regular standing committees of the Board are the Committee of the Whole and the Audit and Finance Committee. Both committees comprise all fourteen members and the Student Advisor. The Committee of the Whole meets the 1st and 2nd Tuesday of each month, Audit and Finance on the 3rd Tuesday and the regular Board meeting is held on the 4th Tuesday of each month.

The Board has one other standing committee, the Policy Committee. This committee meets as required at the call of the Chair. The Board also has the authority to create Ad Hoc Committees that may be required from time to time.

The Board adopted a revised set of by-laws in October 2002 to govern the conduct of Board meetings and outline other rules of order and meeting procedure for Board members.

MISSION

The mission of the Halifax Regional School Board is:

> *To ensure that each student develops passion for learning, for achieving personal success, and for building a harmonious global community.*

The belief statements that underpin this mission statement are:

- Every person has value
- Individuals are accountable for their decisions
- Honesty and respect are fundamental to healthy relationships
- Continuous learning is critical to personal growth and an enriched life
- Each person has a valuable contribution to make
- Diversity enriches
- Positive attitude is essential for personal success
- Respect for self is fundamental to respect for others

CORE BUSINESS FUNCTIONS

As per Section 64 (1) of the Education Act, the Halifax Regional School Board is accountable to the Minister of Education and is responsible for the control and management of the public schools within its jurisdiction. The Board's general responsibilities are clearly outlined in Section 64 (2) of the Act. To facilitate the implementation of the Blueprint for Improvement, the Board underwent an administrative reorganization in the winter of 2003. This reorganization resulted in the creation of six new departments under the overall direction of the Superintendent of Schools. The core businesses of these departments are:

A. SCHOOL ADMINISTRATION

School Administration, through the office of the Executive Director, is responsible for overall leadership and management of school operations. Core functions are broadly described as follows:

1. Oversees development and implementation of policies and procedures to support schools and students.

2. Works with school administrators on communicating with parents and School Advisory Councils on Board issues.

3. Oversees the professional development, appointment and evaluation of principals and vice-principals.

4. Ensures a safe, orderly and supportive learning environment at each school site.

5. Supports the Planning for Improvement Initiatives.

6. Provides support in establishing positive partnerships with the community.

7. Undertakes all other duties as may be assigned by the Superintendent from time to time.

B. PROGRAM

Program, through the office of the Executive Director, is responsible for the overall leadership in the delivery of the Public School Program (PSP) from implementation to evaluation. Core functions are broadly described as follows:

1. Ensures the delivery of quality special education student services in conjunction with legislation and policies.

2. Leadership in the area of programs, student services, race relations, cross cultural understanding and human rights (RCH) and education and accountability as they relate to students.

3. In collaboration with the senior management team, ensures a strong school improvement process in support of student learning.

4. Ensures the effectiveness of all delivery processes as they relate to students.

5. Undertakes all other duties as may be assigned by the Superintendent from time to time.

C. BOARD SERVICES

Board Services, through the office of the Superintendent, is responsible for the overall executive leadership and management of the Board. Core functions are broadly described as follows:

1. Performs the duties of the Superintendent of Schools as prescribed under the Education Act and Regulations.

2. Leads Senior Staff and provides for the executive supervision of all activity related to the core functions in all other Board departments.

3. Supervises legal services, including due diligence, negotiations, contract maintenance and employee grievance.

4. Establishes annual objectives to address issues of planning, strategic leadership, staff development and system improvement.

5. Liaises with Board Members to encourage a collaborative approach to system leadership.

6. Supervises communications as they relate to system goals, outcomes, issues identification and public support for education.

7. Maintains all official Board documentation, including minutes, correspondence and communications with funding agencies.

8. Provides for the review, development and implementation of Board policy.

9. Provides staff support to assist in planning and research projects for all aspects of the Board's Operations.

10. Undertakes all other duties as may be assigned by the Board from time to time.

D. SCHOOL FACILITIES

School Facilities, through the office of the Executive Director, is responsible for overall leadership and management of the operations functions of the Board. Core functions are broadly described as follows:

1. Provides maintenance, repairs and custodial services to all schools and buildings.

2. Facilitates the planning, prioritizing, implementation and management of all short and long term capital building requirements.

3. Undertakes all other duties as may be assigned by the Board from time to time.

E. FINANCIAL SERVICES

Financial Services, through the office of the Executive Director, is responsible for overall leadership and management of the finance, technology services, contract and grants administration, EXCEL and student transportation functions of the Board. Core functions are broadly described as follows:

1. Performs corporate accounting, payroll, financial reporting and financial planning and control functions for the entire Board.
2. Oversees the preparation of the Board's annual business plan, budget (both General Fund and Supplementary Fund) and year end financial statements.
3. Oversees the implementation of the Board's policy and procedures for procurement.
4. Manages the student transportation function in partnership with Stock Transportation.
5. Administers Board support services in the areas of EXCEL, facilities rentals and information technology.
6. Administers administrative contracts and agreements on behalf of the Board.
7. Undertakes all other duties as may be assigned by the Superintendent from time to time.

F. HUMAN RESOURCE SERVICES

Human Resource Services, through the office of the Executive Director, is responsible for overall leadership and management of human resources, employee relations and administrative services to the Board. Core functions are broadly described as follows:

1. Provides human resources support for all employees through recruitment, screening, hiring and retention.
2. Provides employee benefit support through the administration of benefit plans, pension plans and insurance for all employees.
3. Provides professional development support through the administration of professional development funds.
4. Provides administrative support through facilitation of job descriptions, evaluation forms, personnel files and other records pertaining to employees.
5. Provides labour relations support for four unionized groups and one non-unionized group through the administration and negotiation of the collective agreements
6. Provides support for services as mandated through the Human Rights Act, Trade Union Act and Occupational Health and Safety Act.
7. Undertakes all other duties as may be assigned by the Superintendent from time to time.

ANNUAL REPORT OF ACHIEVEMENTS FOR 2003-2004

The achievements on the goals and priorities for 2003-2004 are as follows:

Goal #1 *To improve student achievement.*

Priorities 2003-2004	Achievements 2003-2004
Priority #1 Define, implement and support a board-wide framework for School Improvement Planning that is based on the collection and use of reliable data on student achievement.	• A Planning for Improvement Framework has been defined on three levels – Board, school and classroom • Planning for Improvement presentations were made to Board (September 9), to Superintendent's SAC and RCH Advisory Councils (October 20 and November 20) • Workshops were held with Phase One Schools Leadership Teams (May 27 and October 7, 8 and 14) • A School Profile document based on ten indicators derived from research on effective schools has been developed for use in HRSB school communities for data collection and as a tool for self-evaluation • Statistics Canada Census Data (2001) has been provided to schools (November 13) and to the Board (November 18) for all of HRM, but also in a form customized for each school community or catchment area based on postal code information provided by the Board • Parent/guardian, staff and student surveys have been developed and are being completed in our school communities (November and December) • Professional development to meet the expected Department of Education timelines for English and French Second Language Public School Programs and Services for Students is in progress across all families of schools • Attendance Policy and Student Assessment and Evaluation Policy reviews have commenced • The DOE primary cap of 25 students has been implemented

Priorities 2003-2004	Achievements 2003-2004
Priority #2 Direct additional resources to Reading Recovery and P-12 literacy initiatives	• Literacy assessments, aligned with provincial reading and viewing outcomes, have been completed for all HRSB students in grades 2 and 9 (fall 2003) • Initial feedback on individual student profiles and class trends has been provided to classroom teachers and principals in every P-9 school in the HRSB (September to November) • Literacy Co-ordinators have begun their work in all Phase One Schools Planning for Improvement • A Publisher Display was arranged and Literacy Co-ordinators selected student reading resources for their schools based student assessment data • Mathematics assessments, based on the seven strands in the provincial curriculum, are on-going for all HRSB students in grades 3 and 9 (fall 2003). • Reading Recovery is being implemented in 49 schools including all Phase One Schools Planning for Improvement • 4 Teacher Leaders in Training from MSVU/Canadian Institute of Reading Recovery ™ are providing additional reading recovery service to students in three additional schools: 2 at Basinview School, 1 at St. Joseph's A. MacKay School and 1 at Hillside Park School. • 2 HRSB staff Reading Recovery ™ Teacher Leaders are engaged in training groups with HRSB teachers (11 teachers in training meet every second week, 15 trained teachers meet for on-going professional development once a month, 8 trained teachers preparing to return to Reading Recovery meet every two weeks, and an additional 15 trained teachers meet monthly for ongoing professional development • Dr. Barbara Watson, Director of Reading Recovery, University of Auckland, came to HRSB (fall 2003) to work with our Reading Recovery teachers and our Teacher Leaders • Many of our teachers attended the Atlantic Reading Recovery™ Conference (spring 2003)

Goal #2	***To promote positive race relations, cross cultural understanding, human rights and mutual respect among students, staff and communities.***

Priorities 2003-2004	**Achievements 2003-2004**
Priority #1 Make appropriate levels of resources available to marginalized students to ensure that they are able to achieve their learning outcomes.	• Training has been provided (October and November) to teams from every HRSB school for the implementation of the Supporting Student Success document by the Board Leadership team • Training in Individual Program Plan development has been offered (November) to all teachers new to Resource or Learning Centre roles • Support for planning student transitions and for students with autism is being provided through provincial pilot projects funded through "Learning for Life". • 5 new Learning Centre positions and three additional Speech Language Pathologists are being provided through the provincial Core Services Initiative. • After school training in behavioural programming is being provided for Psychologists and Behaviour Specialists within the Board. • Revised assessment materials have been provided to Psychologists and Speech Language Pathologists to ensure student assessments are completed with appropriate tools.
Priority #2 Assist schools in developing strategies to eliminate racism, sexism, ableism, classism, elitism, and homophobia in the classroom.	• RCH Junior/Senior High Resource Collection for students and teachers is now being housed at the Dartmouth Teacher's Centre and is being catalogued and shelved. • The Board is now a member of PAR (Partners Against Racism), a non-profit organization involved in planning and the delivery of two events (December 10, National Human Rights Day, and March 21, International Day for the Elimination of Racial Discrimination) in which many HRSB students will participate. • Job descriptions have been drafted in consultation with community members, and co-ordination has been provided to hire three

Priorities 2003-2004	Achievements 2003-2004
	student support workers funded by the DOE to work in six HRSB schools. • Student support workers have participated in personal professional development activities (Multicultural Conference-Holiday Inn Harbourview, Afrocentric Workshop – Graham Creighton Junior High School) • School Protocol for reporting RCH and sexual harassment incidents has been completed and provided to schools reflecting the responsibilities of and support from the Human Resource Services, School Administration and Program Departments of the Board. • Board staff are contributing to the Department of Education initiative related to voluntary identification and classification of different ethnocultural groups.

Goal #3 ***To ensure all learning and working environments are safe and supportive.***

Priorities 2003-2004	Achievements 2003-2004
Priority #1 Focus on student health and safety by continued support of programs such as the Safe Schools Initiative, Breakfast for Success, Anti-bullying, Peaceful Schools, and Peer Mediation.	• A full time position has been dedicated to the Safe Schools initiative and the Consultant, Community-Based Education Support, is now a permanent position • An Anti-Bullying Calendar was created, as well as a Parent Brochure on Anti-Bullying • Recent Bully research and support materials were distributed – books for grade 1 and 2; novels at junior high • Posters are being developed on Anti-Bullying • Workshops are being held at junior high schools on anti-bullying • Teacher workshops are being held at all levels on positive school climate • Teacher training is continuing on peer mediation and experiential education • Workshop for Guidance Counsellors on Actions to Anger • Lions Quest training is continuing for elementary schools • A high school peer led conflict resolution

Priorities 2003-2004	**Achievements 2003-2004**
	program is being developed • Risk Watch materials have been delivered to junior high schools • School Evacuation procedures are being developed for special needs students • Tobacco-free schools and work place stickers have been created and delivered to all schools and offices • Teen Health Centres have been established in all 16 high schools • 35 Breakfast Programs are operating in HRSB schools • The NS Lighthouse Walking Tour ties physical fitness to learning and is being piloted in 20 schools • Support to schools attempting to develop Healthy Foods programs in schools • Peaceful Schools banners have been awarded to schools
Priority #2 Develop a strategy to assure the HRSB that all parents are aware of the Parent Concern Protocol and implement a process to measure its effectiveness.	• Parent Concern Protocol is on the website • A session with principals was held on using the Parent Concern Protocol • Every Parent Concern is investigated and a written response provided • The Parent Concern Protocol is being updated to reflect the new organization structure • Parent Concern Protocols is a topic for School Advisory Councils at the local SAC meetings • An insert is being developed for principals to include in their school newsletters

Goal #4 ***To ensure our facilities are sound, secure and healthy and support effective curriculum delivery.***

Priorities 2003-2004	**Achievements 2003-2004**
Priority #1 Undertake a board-wide capital planning and facilities renewal review, with cost-sharing from the Department of Education, to establish an inventory of capital facility repair and renewal priorities.	• Formation of School Facilities Committee • D.O.E. announcements for new school construction and facility upgrades • Compilation of capital project requests from schools based on individual school submissions and mechanical system review

Priorities 2003-2004	Achievements 2003-2004
Priority #2 Implement and direct resources to a school-focused service delivery model for operating maintenance services based on input from staff, students, SACs and parents.	• Work is beginning on identifying a short and long term plan for facilities renewal based on the input from schools, facilities department staff and ongoing enrollment projections. • Implementation of Megamation Work Order system. • Additional funding from HRSB surplus (2002-03), has allowed the School Facilities department to respond to school requests in a much more timely manner. • Capital requests from schools have been compiled with an additional updated request due in December 2003 which will provide the data upon which to formulate short and long term priorities.

Goal #5 ***To allocate resources equitably among urban, rural and inner-city learning communities.***

Priorities 2003-2004	Achievements 2003-2004
Priority #1 Establish a shared understanding and definition of equitable and determine where the largest areas of inequity are with a focus on student needs versus regional boundaries.	• All staffing and resource allocations (book bureau, staffing support, specialists and supplementary funds) are administered by one team • School Based Supplies and Materials budgets are based on population but weighted for level and individual circumstances such as rural and inner city • ESL support has increased in both cities and county • Staffing has been verified in every school • Planning for Improvement data is being gathered and will allow resource allocations to reflect this data • All principals were given a presentation on the change in allocations being based on student needs • School Profiles will be used to allocate resources equitably • Book Bureau funds have been allocated based on student needs

Priorities 2003-2004	Achievements 2003-2004
	• Schools with multiple sites have received extra support from the Book Bureau allocation to address their needs • Student Support Workers were hired and allocated based on data
Priority #2 Provide technology infrastructure, hardware and support to schools for effective curriculum delivery with an emphasis on promoting the development of distance education options for HRSB students.	• IT Support continued to provide quality services to schools and offices, installed 5 new high school computer labs (125 computers) • Installed 70 new school secretary computers • Coordinated the relocation of technology from Area offices and setting up 80 new office spaces at the Gordon Bell Building with computer and telecommunication technology • Coordinated the set up of Halifax West High School and its 500 computers, 60 network laser printers, 60 LCD projectors and 3 Novell file servers • Repaired and installed 920 recycled computers in schools • The IEIE project funded the following technology in grades 4 – 6 classrooms: - 550 Pentium 4 computer systems with curriculum software - Each elementary school will receive a digital still camera • FLECs offers online components of courses using a restricted number of seats in WebCt. FLECs staff developed units in Economics 12, English 12, Global Geography 12, Law 12, Global History 12, Oceans 11, Political Science 12 and Sociology 12. • A Digital Art course is offered to students at Musquodoboit Rural High School during the first semester and Duncan MacMillan High School during the second semester.
Priority #3 Partner with the Halifax Regional Municipality (HRM) to advocate for amendments to the Municipal Government Act and work toward an agreement with HRM to increase supplementary funding and to distribute it equitably among HRSB students.	• A Supplementary Fund business plan was prepared for HRM Council for the 2003-04 fiscal year. The Board followed the HRM process and template and presented this plan to Council in March 2003

Priorities 2003-2004	Achievements 2003-2004
	• The HRSB was unsuccessful in obtaining HRM approval of the proposed business plan. As well, the approved supplementary funding remained at the same amounts as the previous year and was insufficient to address confirmed cost drivers • In the spring of 2003, the HRSB created a Supplementary Fund Task Force, chaired by Board Member Doug Sparks. This group has prepared a draft discussion paper on Supplementary Funding issues to present to HRM Council with a view to working collaboratively on solutions to the Board's funding issues.

Goal #6 ***To utilize community resources and partnerships to support student learning.***

Priorities 2003-2004	Achievements 2003-2004
Priority #1 Determine current levels of public support and confidence in HRSB schools and work with education, community, and business partners to develop strategies to enhance students and community volunteerism and to assist schools in improving school, home and community relations.	• Consultant, Community-Based Education, hired as a full time staff person • The Superintendent's Advisory Councils with SAC's, RCH and students were created • Good news stories in the media • Letters home from Superintendent • Planning for Improvement surveys will allow us to measure public support at the school level • Schools are running individual volunteer programs (Prince Andrew, Sir John A., etc.) • Lead and Achieve meetings facilitated and attended by HRSB staff so that information could be obtained regarding public support or concerns • Big Brothers Big Sisters Mentoring Program in schools • Student Protection Policy developed • Volunteer protocols being implemented regarding Criminal Checks and Child Abuse • Protocols have been developed for working with outside agencies (i.e. residential facilities, health providers, etc).

Priorities 2003-2004	Achievements 2003-2004
Priority #2 Establish community and business partnerships that further the Board's commitment to improve student achievement.	• Partnership with Capital District Health Association to provide Youth Health Centres in all 16 high schools • Partnership with Tim Horton's and the Mooseheads on the "Stick to Reading Program" • Halifax Assistance foundation support for schools with the current "cookie" program • Big Brothers Big Sisters Mentoring Program • Financial support from businesses for Breakfast for Learning • Partnership is continuing with EXXON Mobil and Joseph Howe School • Partnership with Sobey's on Anti-Bullying calendar • Partnership with Crime Prevention Association of Nova Scotia • A grant application has been submitted to National Crime Prevention Strategy • Collaboration with HRM Fire Department, Police and RCMP on issues around school safety • Application submitted to Halifax Assistance Fund

GOALS

The goals of the Halifax Regional School Board were developed through a consultative process involving staff and Board members. These goals were reaffirmed by the Board members at a Business Planning Workshop on November 4. 2003. The goals are based on the premise that every student can learn and every school can improve.

The goals of the Halifax Regional School Board are:

1. To improve student achievement.
2. To promote positive race relations, cross cultural understanding, human rights and mutual respect among students, staff and communities.
3. To ensure all learning and working environments are safe and supportive.
4. To ensure our facilities are sound, secure and healthy and they support effective curriculum delivery.

5. To allocate resources equitably among urban, rural and inner-city learning communities.

6. To utilize community resources and partnerships to support student learning.

PRIORITIES FOR 2004-2005

The priorities for 2004-2005 have also been developed through a workshop process between staff and Board members.

The priorities continue to reflect the focus on student learning and school improvement. These priorities will be considered during the 2004-2005 budget process and modified accordingly based on available resources. The Board will also be involved in implementing the initiatives of the Department of Education as outlined in the 2004-2005 budget.

The priorities within the General Fund for 2004-2005 are:

Goal #1 *To improve student achievement.*

Priority #1 Implement and support a board-wide framework for Planning for Improvement that is based on the collection and use of reliable data on student achievement.

Priority #2 Direct additional resources to Reading Recovery and P-12 literacy and mathematics initiatives.

Goal #2 *To promote positive race relations, cross cultural understanding, human rights and mutual respect among students, staff and communities.*

Priority #1 Make appropriate levels of resources available to marginalized students to ensure that they are able to achieve their learning outcomes.

Priority #2 Assist schools in developing strategies to eliminate racism, sexism, ableism, classism, elitism, and homophobia in the classroom.

Priority #3 Create meaningful relationships with those communities, i.e. African Nova Scotian, in developing strategies to improve the social and academic success of learners.

Goal #3	***To ensure all learning and working environments are safe and supportive.***

Priority #1	Focus on student health and safety through support of programs such as the Safe Schools Initiative, Breakfast for Success, Anti-bullying, Peaceful Schools, Peer Mediation, and Youth Health Centres.
Priority #2	Review the Parent Concern Protocol policy to make it easier for parents to use, and develop strategies to implement and evaluate its effectiveness.

Goal #4	***To ensure our facilities are sound, secure and healthy and support effective curriculum delivery.***

Priority #1	Undertake a board-wide capital planning and facilities renewal review to establish an inventory of capital facility repair, program needs and renewal priorities.
Priority #2	Direct resources to the school-focused service delivery model for operating maintenance services.

Goal #5	***To allocate resources equitably among urban, rural and inner-city learning communities.***

Priority #1	Establish a shared understanding and definition of equitable and determine where the largest areas of inequity are with a focus on student needs versus regional boundaries.
Priority #2	Provide technology infrastructure, hardware and support to schools for effective curriculum delivery with an emphasis on promoting the development of distance education options for HRSB students.
Priority #3	Work with the Province and HRM on appropriate funding arrangements that will permit equitable distribution of resources throughout the region.

Goal #6	***To utilize community resources and partnerships to support student learning.***

Priority #1	Increase levels of public support and confidence in HRSB schools by assisting schools in improving school, home and community relations.
Priority #2	Establish community and business partnerships that further the Board's commitment to improve student achievement.

HALIFAX REGIONAL SCHOOL BOARD
GENERAL FUND BUSINESS PLAN
2004-2005

FINANCE AND OPERATIONS

A. Key Financial Indicators

GENERAL FUND

	2002-03 ACTUAL	2003-04 PROJECTION (Note 1)	2004-05 BUDGET
REVENUE			
Province of Nova Scotia	$218,708,928	$225,851,100	
Halifax Regional Municipality	63,725,904	67,600,300	
Government of Canada	1,291,522	1,173,100	
Board Generated Revenues	697,706	732,300	
TOTAL REVENUE	**$284,424,060**	**$295,356,800**	
EXPENDITURES			
SCHOOL ADMINISTRATION			
Salaries - Teachers	$177,338,375	$182,650,500	
Salaries - Non-Teachers	16,757,171	18,801,100	
Benefits	18,574,031	16,246,200	
Special Education	35,451	25,000	
Program Support Resources	8,474,320	8,210,200	
Administration	145,133	86,800	
Professional Development	113,182	159,700	
International Students **(net revenue)**	-129,229	-261,400	
Adult and Community Education	611,734	842,500	
TOTAL - SCHOOL ADMINISTRATION	**$221,920,168**	**$226,760,600**	
PROGRAM			
Salaries - Teachers	$3,136,425	$5,441,100	
Salaries - Non-Teachers	300,435	374,700	
Benefits	223,310	401,800	
Special Education & Student Support	224,531	1,197,800	
Program Support Resources	336,695	411,200	
Administration	86,951	166,400	
Professional Development	1,177,571	2,061,200	
TOTAL - PROGRAM	**$5,485,918**	**$10,054,200**	
BOARD SERVICES			
Board Governance	$362,026	$352,800	
Board Services	1,663,390	2,092,100	
TOTAL – BOARD SERVICES	**$2,025,416**	**$2,444,900**	
SCHOOL FACILITIES			
Administration	$1,242,838	$1,589,400	
Custodial Services	15,104,058	16,211,300	
Maintenance Services	6,095,757	6,227,300	
Plant Operations	9,038,390	9,932,000	
Capital Projects/Minor Repairs & Renovations	3,288,940	3,170,900	
TOTAL – SCHOOL FACILITIES	**$34,769,983**	**$37,130,900**	

HALIFAX REGIONAL SCHOOL BOARD
GENERAL FUND BUSINESS PLAN
2004-2005

	2002-03 ACTUAL	2003-04 PROJECTION (Note 1)	2004-05 BUDGET
FINANCIAL SERVICES			
Administration	$2,251,576	$2,464,400	
Student Transportation	11,737,892	11,655,300	
Technology Services	1,639,454	1,775,700	
EXCEL **(net revenue)**	-526,382	-219,000	
Facilities Rental **(net revenue)**	-162,095	-26,600	
Adult ESL **(net revenue)**	0	0	
TOTAL- FINANCIAL SERVICES	**$14,940,445**	**$15,649,800**	
HUMAN RESOURCE SERVICES			
Administration	$1,950284	$1,704,700	
NSTU Professional Development	1,757,560	1,600,000	
Summer School **(net revenue)**	-22,692	-5,000	
Other Projects **(net revenue)**	15,769	16,700	
TOTAL – HUMAN RESOURCE SERVICES	**$3,700,921**	**$3,316,400**	
ADMIN ALLOCATION TO SUPP FUND	-396,000	0	
GRAND TOTAL - EXPENDITURES	**$282,446,851**	**$295,356,800**	
Excess of Revenues over Expenditures	**$1,977,209**		
Transfer from Reserve	**857,170**		
Transfer to Reserve	**-2,834,379**		
NET SURPLUS	**$0**	**$0**	

Additional General Fund Expenditure Information

	2002-03 Actual	2003-04 Projection	2004-05 Budget
EXPENDITURES			
Salaries and Benefits			
Board/School Administration	$27,781,606	$30,256,200	
Instruction	175,061,553	178,479,000	
Instructional Support	18,017,991	20,881,300	
Support Staff	15,375,322	16,924,200	
Property Services (excl. salaries)	19,465,894	19,700,000	
Transportation (excl. salaries)	11,737,892	11,655,300	
Other	15,006,593	17,460,800	
TOTAL EXPENDITURES	**$282,446,851**	**$295,356,800**	

Note 1 - ***The 2003-04 PROJECTIONS do not include the provincial funding reductions or the impact of surplus funds from last year. These will be incorporated into the final approved business plan for 2004-2005.***

Administration

For the purposes of this business plan and budget, "Administration" is defined as:

> **"Any expenditure that does not *directly* benefit the school building or the student body."**

The key to this definition is the word "directly". This means that the teachers and maintenance staff are not included as administration, but the Human Resource Services department is included. The teaching staff provide a direct benefit to the student body. Human Resource Services, on the other hand, provide a benefit to the school staff, but not directly to the students. In the same light, the managers of the School Facilities Department are administration, but the maintenance trade employees are not.

Using this definition, the Administration expenditures are:

	2002-03 Actual	2003-04 Projection	2004-05 Budget	
Board Services	$1,663,882	$2,092,100		**Note 1**
Financial Services	1,952,739	2,088,400		**Note 2**
School Facilities	1,242,838	1,589,400		
Technology Services	1,639,454	1,775,700		
Non-Admin Technology Costs	-1,161,941	<1,226,800>		**Note 3**
Human Resource Services	1,774,980	1,514,700		**Note 4**
TOTAL	$7,111,952	$7,833,500		

Note 1: The Board Services expenditure cost does not include the Board Members.
Note 2: This amount excludes Liability Insurance.
Note 3: Technology Services expenditures, which are not considered administration, include School Computer Supplies, O'Connell Drive Refresh, IEI Non Salary Expenses, Travel, and Salaries and Benefits for the technicians.
Note 4: This amount excludes Pension Top Ups.

The Total Gross Expenditure amounts, excluding transfers to reserves, are:

	2002-03 Actual	2003-04 Projection	2004-05 Budget
General Fund	$286,533,730	$298,626,200	
Supplementary – Halifax	12,244,431	12,295,800	
Supplementary – Dartmouth	5,259,193	5,239,200	
Supplementary – County	3,307,410	3,312,000	
TOTAL	**$307,344,765**	**$319,473,200**	

	2002-03 Actual	2003-04 Projection	2004-05 Budget
Administration as % of Total Expenditures	2.31%	2.45%	

B. Cost Pressures

Teachers' Salaries and Benefits

Teachers' salaries and benefits comprise the largest component of the Halifax Regional School Board budget. During the winter of 2003, the Province completed a new collective agreement with the Nova Scotia Teachers Union. This agreement governs the salaries and benefits paid by school boards to teachers.

Salary increases were awarded to teachers of 1.5% effective August 1, 2004, and 2% effective January 1, 2005. This increases teachers' salaries by approximately 3.53% in 2004-05.

Based on the current staff complement, the Halifax Regional School Board is projecting cost pressures of over $1.7 million for license upgrades and step increases.

The substitute rates of pay will also increase as of August 1, 2004 and January 1, 2005, and our projection is an increase of about $400,000 for the fiscal year.

Non-Teacher Salaries and Benefits

As of November 2003, none of the non-teaching agreements are in place for 2004-2005. The NSGEU agreement expired March 31, 2003. The CUPE agreement expired July 31, 2003, and the NSUPE agreement will expire on July 31, 2004.

All permanent non-teacher employee groups participate in the HRM pension plan, with a current contribution rate of 6.75%. This contribution rate is expected to increase to 8.25% effective April 1, 2004. This results in a 22% increase to our pension costs.

Other

Other significant cost pressures include:

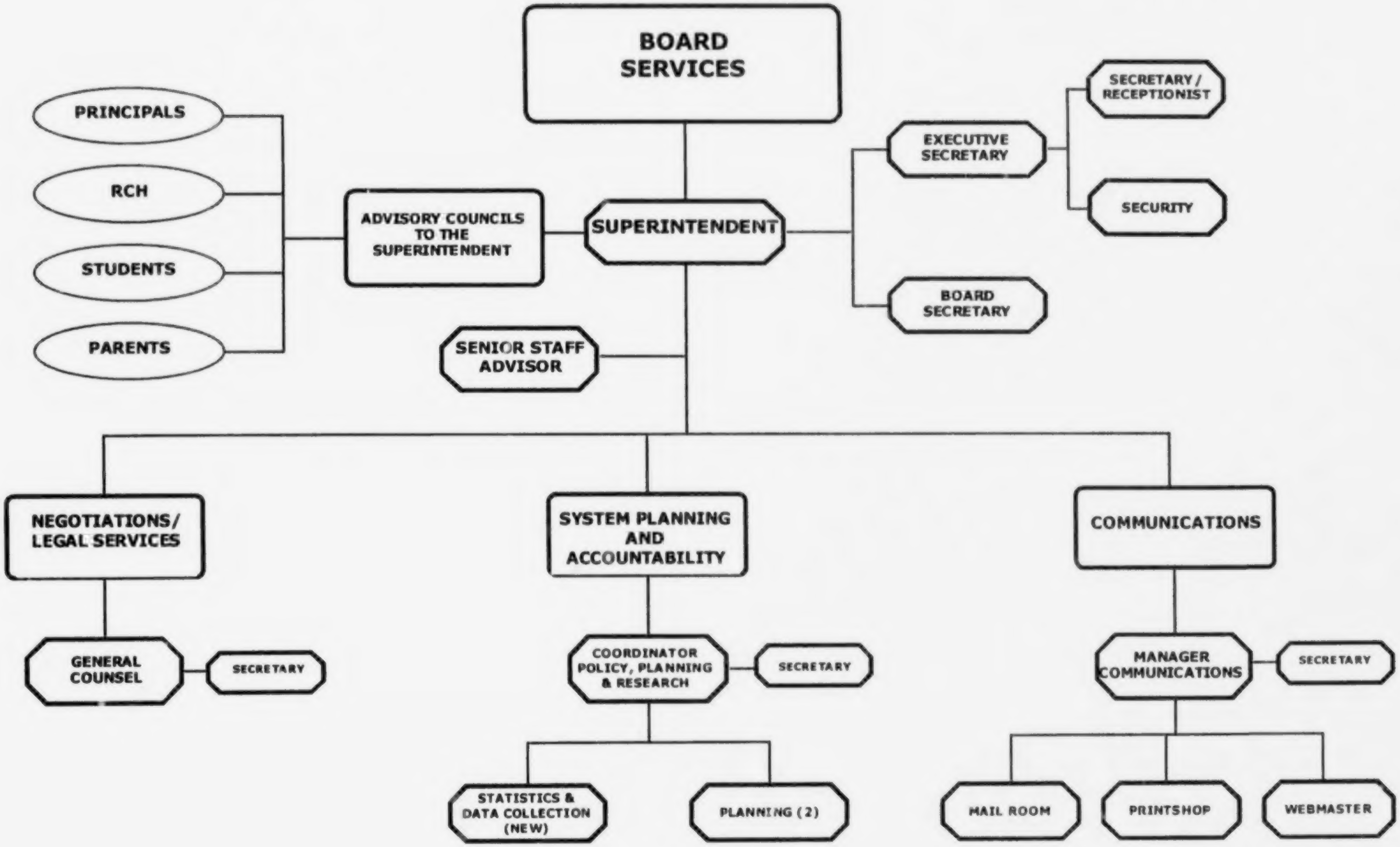
Insurance	-	the Board expects to receive notification of a premium increase, prior to the finalization of the 2004-2005 business plan
Capital Projects	-	the Board anticipates a required increase of $1 million in the capital budget to address deferred maintenance issues
Transportation	-	the contractual increases, as well as required additional busses, indicate a need for an additional $166,000 in this budget
Technology	-	recently renegotiated contracts between the Province and Aliant have resulted in an $18,000 per month increase for data line charges to schools. This is a 75% increase over our costs in 2003-2004.

In summary, the Board faces salary and benefit cost increases resulting from collective agreements that must be recognized and funded. The Board continues to face non-salary cost increases due to rising prices for such goods and services (mainly operations and transportation) that typically do not receive full recognition in the funding review process and for new program implementation. The Board will ensure such costs are recognized in the budget process and update the cost pressures as they become known, subject to final approval of the General Fund Business Plan and Budget.

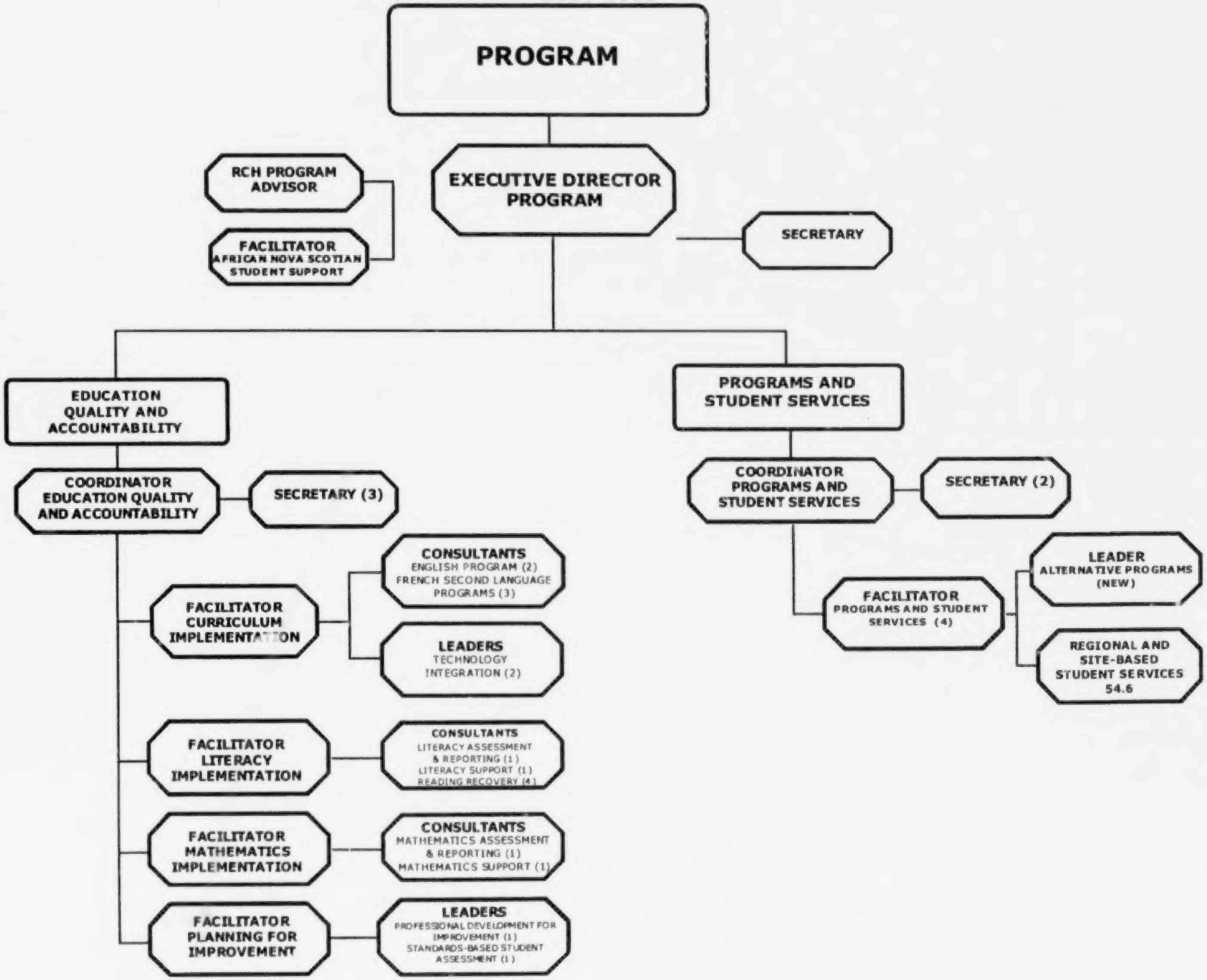
Halifax Regional
School Board

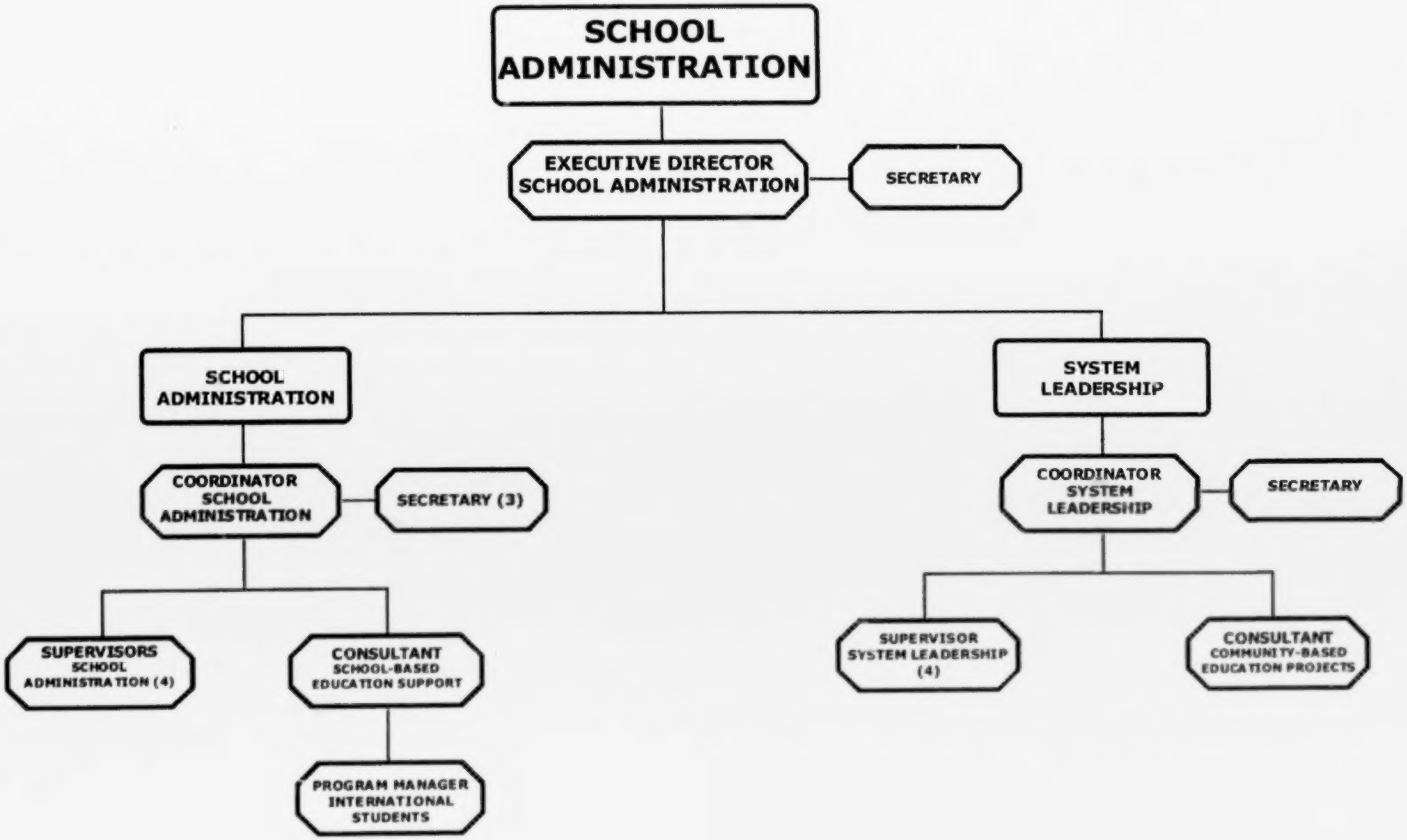
Organizational
Structure
April 2003

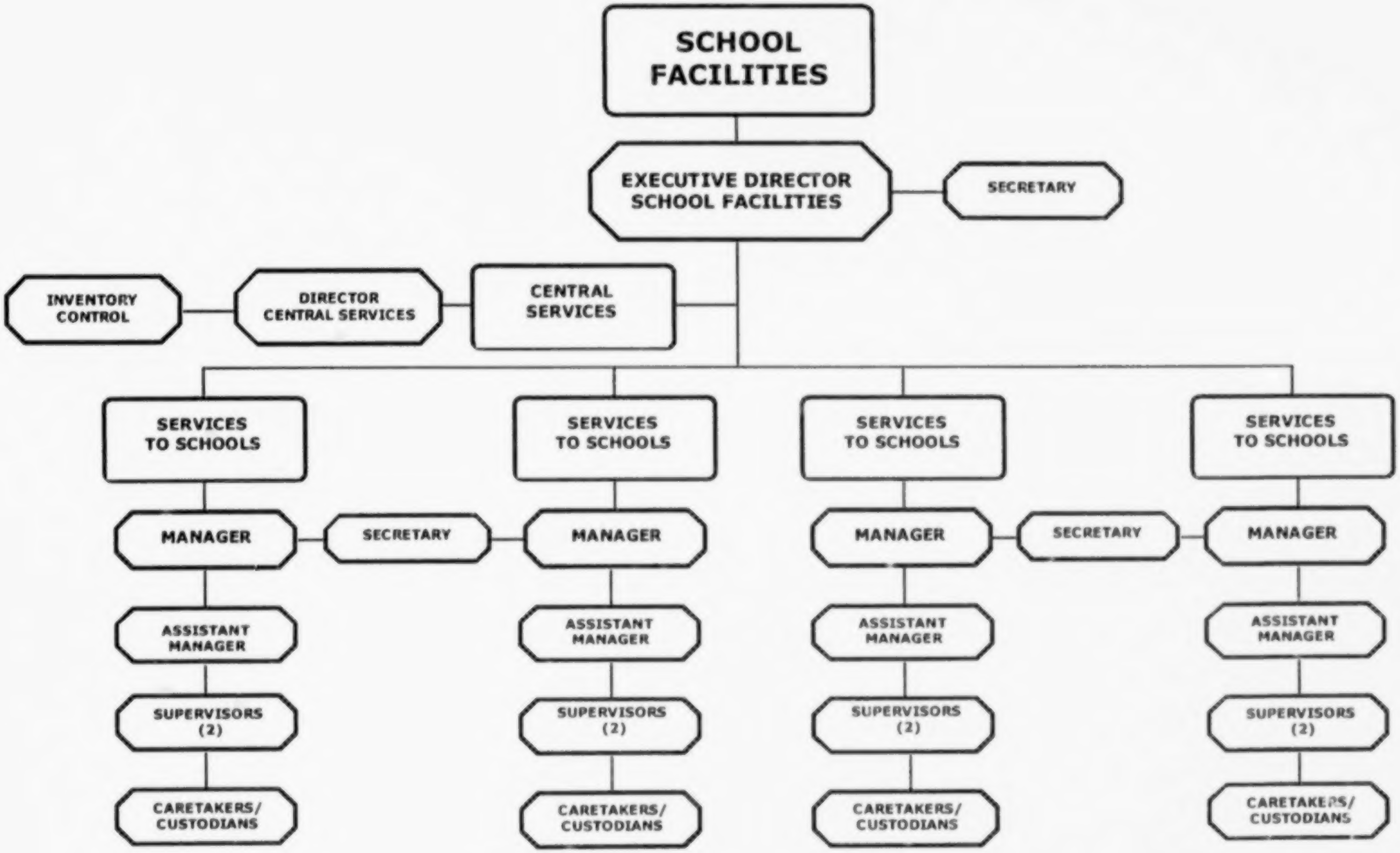
HALIFAX REGIONAL SCHOOL BOARD
GENERAL FUND BUSINESS PLAN
2004-2005


BOARD SERVICES
PRINCIPALS
RCH
STUDENTS
PARENTS
ADVISORY COUNCILS TO THE SUPERINTENDENT
SUPERINTENDENT
EXECUTIVE SECRETARY
SECRETARY / RECEPTIONIST
SECURITY
BOARD SECRETARY
SENIOR STAFF ADVISOR
NEGOTIATIONS/ LEGAL SERVICES
GENERAL COUNSEL
SECRETARY
SYSTEM PLANNING AND ACCOUNTABILITY
COORDINATOR POLICY, PLANNING & RESEARCH
SECRETARY
STATISTICS & DATA COLLECTION (NEW)
PLANNING (2)
COMMUNICATIONS
MANAGER COMMUNICATIONS
SECRETARY
MAIL ROOM
PRINTSHOP
WEBMASTER

HALIFAX REGIONAL SCHOOL BOARD
GENERAL FUND BUSINESS PLAN
2004-2005

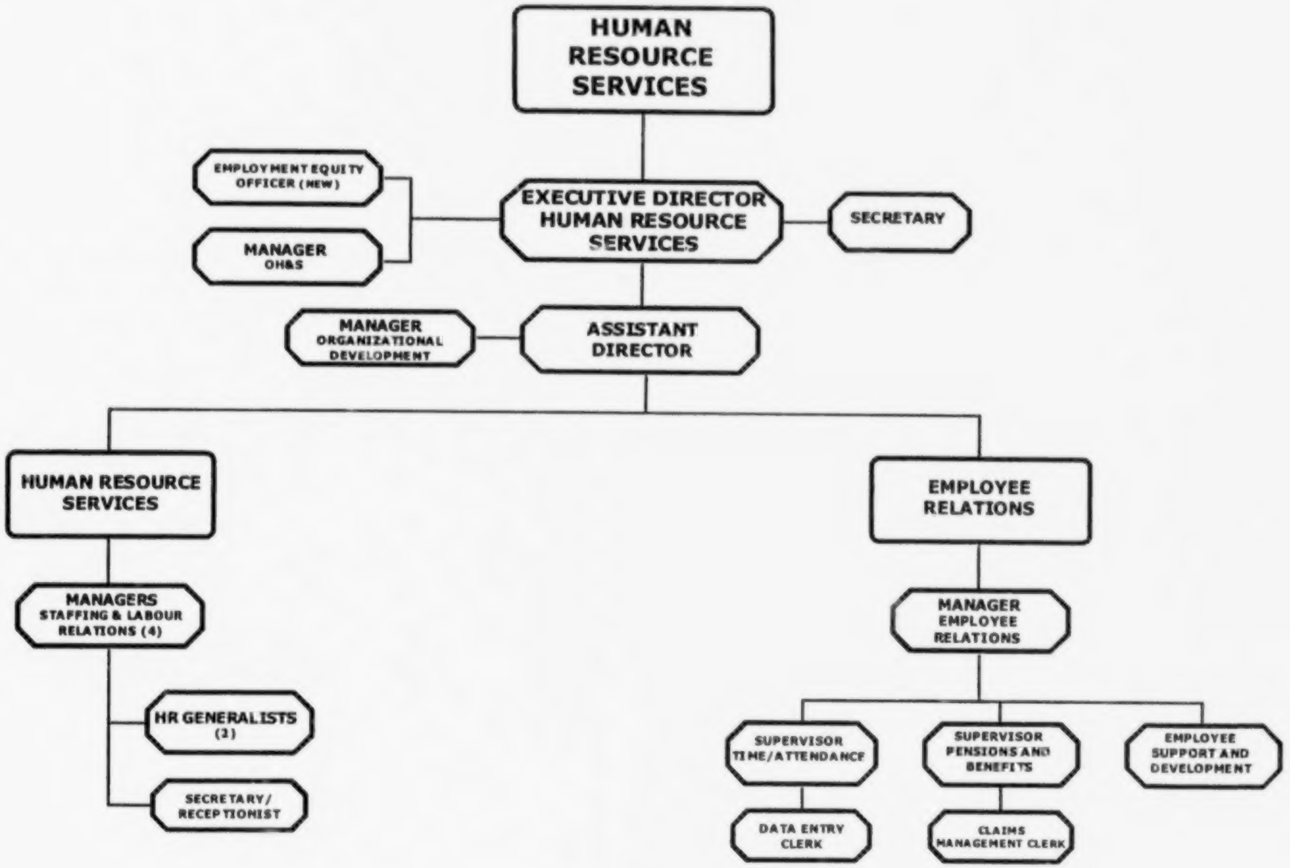

PROGRAM
RCH PROGRAM ADVISOR
FACILITATOR AFRICAN NOVA SCOTIAN STUDENT SUPPORT
EXECUTIVE DIRECTOR PROGRAM
SECRETARY
EDUCATION QUALITY AND ACCOUNTABILITY
COORDINATOR EDUCATION QUALITY AND ACCOUNTABILITY
SECRETARY (3)
FACILITATOR CURRICULUM IMPLEMENTATION
CONSULTANTS ENGLISH PROGRAM (2) FRENCH SECOND LANGUAGE PROGRAMS (3)
LEADERS TECHNOLOGY INTEGRATION (2)
FACILITATOR LITERACY IMPLEMENTATION
CONSULTANTS LITERACY ASSESSMENT & REPORTING (1) LITERACY SUPPORT (1) READING RECOVERY (4)
FACILITATOR MATHEMATICS IMPLEMENTATION
CONSULTANTS MATHEMATICS ASSESSMENT & REPORTING (1) MATHEMATICS SUPPORT (1)
FACILITATOR PLANNING FOR IMPROVEMENT
LEADERS PROFESSIONAL DEVELOPMENT FOR IMPROVEMENT (1) STANDARDS-BASED STUDENT ASSESSMENT (1)
PROGRAMS AND STUDENT SERVICES
COORDINATOR PROGRAMS AND STUDENT SERVICES
SECRETARY (2)
FACILITATOR PROGRAMS AND STUDENT SERVICES (4)
LEADER ALTERNATIVE PROGRAMS (NEW)
REGIONAL AND SITE-BASED STUDENT SERVICES 54.6


SCHOOL ADMINISTRATION
EXECUTIVE DIRECTOR SCHOOL ADMINISTRATION
SECRETARY
SCHOOL ADMINISTRATION
SYSTEM LEADERSHIP
COORDINATOR SCHOOL ADMINISTRATION
SECRETARY (3)
COORDINATOR SYSTEM LEADERSHIP
SECRETARY
SUPERVISORS SCHOOL ADMINISTRATION (4)
CONSULTANT SCHOOL-BASED EDUCATION SUPPORT
SUPERVISOR SYSTEM LEADERSHIP (4)
CONSULTANT COMMUNITY-BASED EDUCATION PROJECTS
PROGRAM MANAGER INTERNATIONAL STUDENTS

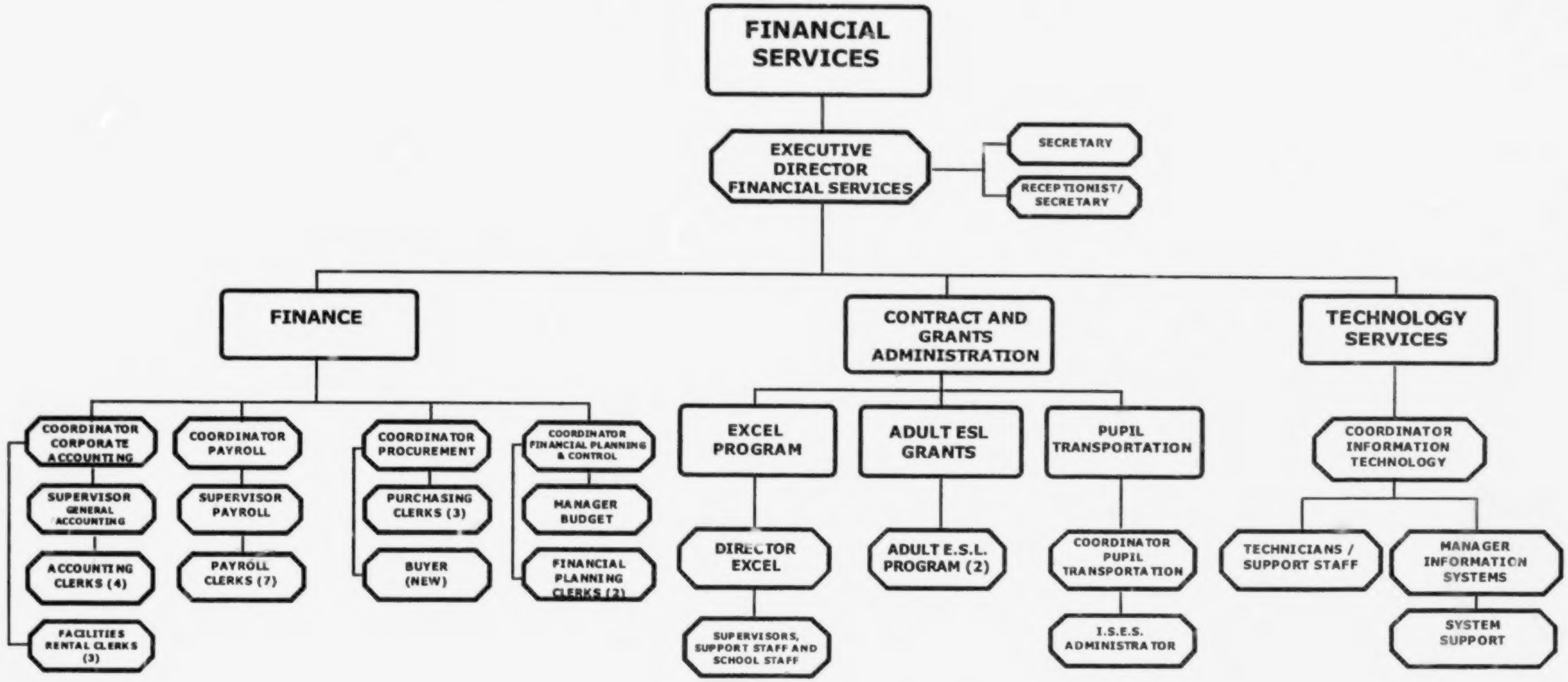

SCHOOL FACILITIES
EXECUTIVE DIRECTOR SCHOOL FACILITIES
SECRETARY
INVENTORY CONTROL
DIRECTOR CENTRAL SERVICES
CENTRAL SERVICES
SERVICES TO SCHOOLS
MANAGER
SECRETARY
ASSISTANT MANAGER
SUPERVISORS (2)
CARETAKERS/ CUSTODIANS
SERVICES TO SCHOOLS
MANAGER
ASSISTANT MANAGER
SUPERVISORS (2)
CARETAKERS/ CUSTODIANS
SERVICES TO SCHOOLS
MANAGER
SECRETARY
ASSISTANT MANAGER
SUPERVISORS (2)
CARETAKERS/ CUSTODIANS
SERVICES TO SCHOOLS
MANAGER
ASSISTANT MANAGER
SUPERVISORS (2)
CARETAKERS/ CUSTODIANS

**MAINTENANCE STAFF 48 F.T.E.'S
TO SERVE ALL AREAS OF THE BOARD AND CENTRAL SERVICES
TO ALLOW FOR COVERAGE OF ALL REQUIRED SHIFTS.**

HALIFAX REGIONAL SCHOOL BOARD
GENERAL FUND BUSINESS PLAN
2004-2005


HUMAN RESOURCE SERVICES
EXECUTIVE DIRECTOR HUMAN RESOURCE SERVICES
EMPLOYMENT EQUITY OFFICER (NEW)
MANAGER OH&S
SECRETARY
ASSISTANT DIRECTOR
MANAGER ORGANIZATIONAL DEVELOPMENT
HUMAN RESOURCE SERVICES
MANAGERS STAFFING & LABOUR RELATIONS (4)
HR GENERALISTS (2)
SECRETARY/ RECEPTIONIST
EMPLOYEE RELATIONS
MANAGER EMPLOYEE RELATIONS
SUPERVISOR TIME/ATTENDANCE
DATA ENTRY CLERK
SUPERVISOR PENSIONS AND BENEFITS
CLAIMS MANAGEMENT CLERK
EMPLOYEE SUPPORT AND DEVELOPMENT

HALIFAX REGIONAL SCHOOL BOARD
GENERAL FUND BUSINESS PLAN
2004-2005


FINANCIAL SERVICES
EXECUTIVE DIRECTOR FINANCIAL SERVICES
SECRETARY
RECEPTIONIST/ SECRETARY
FINANCE
COORDINATOR CORPORATE ACCOUNTING
SUPERVISOR GENERAL ACCOUNTING
ACCOUNTING CLERKS (4)
FACILITIES RENTAL CLERKS (3)
COORDINATOR PAYROLL
SUPERVISOR PAYROLL
PAYROLL CLERKS (7)
COORDINATOR PROCUREMENT
PURCHASING CLERKS (3)
BUYER (NEW)
COORDINATOR FINANCIAL PLANNING & CONTROL
MANAGER BUDGET
FINANCIAL PLANNING CLERKS (2)
CONTRACT AND GRANTS ADMINISTRATION
EXCEL PROGRAM
DIRECTOR EXCEL
SUPERVISORS, SUPPORT STAFF AND SCHOOL STAFF
ADULT ESL GRANTS
ADULT E.S.L. PROGRAM (2)
PUPIL TRANSPORTATION
COORDINATOR PUPIL TRANSPORTATION
I.S.E.S. ADMINISTRATOR
TECHNOLOGY SERVICES
COORDINATOR INFORMATION TECHNOLOGY
TECHNICIANS / SUPPORT STAFF
MANAGER INFORMATION SYSTEMS
SYSTEM SUPPORT

Appendix B - Key Facts

The following list of key facts were based on a list developed by the school boards for their 2002-03 business plans. School boards are to report on each item if the information is available, if the information is not available indcate by putting a N/A.

Key Fact Categories

	Previous Year 2002-03	Current Year 2003-04
Students		
Total Number of Students	56,965	56,498
Average Class Size P-2		23.0
Average Class Size 3-6		24.8
Average Class Size 7-9	26.5	26.4
Average Section Size 10-12	N/A	N/A
Total Number of Classes & Sections		N/A
Teachers		
Instruction FTE's	2654.6	2658.9
Administrative FTE's	197.6	197.4
Resource FTE's	153.6	150.5
Student Support FTE's	141.1	147.0
Program Support FTE's	N/A	34.95
School Support Staff		
Education Assistants	455.15	449.1
Library Technicians	7.0	7.0
Student Supervision – Lunch & Bus		407.5
School Secretaries	144.2	143.6
Student Support Workers	N/A	3.0
Board Governance		
School Board Members	14	15 (including student advisor)
Board Support Staff FTE's	1	1

HALIFAX REGIONAL SCHOOL BOARD
GENERAL FUND BUSINESS PLAN
2004-2005

	Previous Year 2002-03	Current Year 2003-04
Regional Administration		
Senior Management FTE's	12.0	10.0
Program Management FTE's	30.3	40.0
Operational Management FTE's	42.0	44.0
Administrative Support FTE's	4.0	4.0
Secretarial/Clerical FTE's	45.0	43.0
Technology		
Students/Instructional Computer	5.79	5.25
Technical Support FTE's	19.0	19.0
Computers/Technician	573.0	595.0
Property Services		
Total School Sq. Ft.	7,324,897	7,324,897
Sq. Ft./Student	128.6	129.6
Maintained Sq. Ft.	6,634,088	6,634,088
Private Operator Sq. Ft.	690,809	690,809
Operating Cost/Sq. Ft.	$4.75	$5.12
Board Custodial/Sq. Ft.	21,215	21,215
Con. Custodial/Sq. Ft.	$4.70	$4.70
Board Operating Capital	$3,288,940	$3,170,900
Transportation		
Total Buses Operated	220	221
Total Students Transported	21,718	22.160
Total Cost/Student Transported	$533	$529
Average Bus Load	100	100
Cost/Unit - Contracted	$44,044 (Avg. cost school bus per year)	$48,037 (Avg. cost school bus per year)
Cost/Unit - Board	Not applicable	Not applicable
Number of Operating Days	185 (Allows for 5 storm days)	185 (Allows for 5 storm days)

Definitions and Calculation:

Students:

Total Number of Students: Sept. 30th Total Enrolment (funded & unfunded)
Average Class Size P-2: Sept. 30th Statistics
Average Class Size 3-6: Sept. 30th Statistics
Average Class Size 7-9: Sept. 30th Statistics
Average Section Size 10-12: Sept. 30th Statistics
Total Number of Classes & Sections: Sept. 30th Statistics

Teachers:

Instruction FTE's: All teaching staff delivering programs to students
Administrative FTE's: Principals and Vice Principals (no Department heads)
Resource FTE's: Resource Teacher Allocation
Students Support FTE's: Prog. Adv./Speech Lang. Path./L.D. Specialists/Guidance/Etc.
Program Support FTE's: Program Consultants

School Support Staff:

Education Assistants: Total hours of services per day and number of days paid
Library Technicians: Total hours of services per day and number of days paid
Student Supervision - Lunch & Bus: Total hours of services per day and number of days paid
School Secretaries: Total hours of services per day and number of days paid
Student support Workers: Total hours of services per day and number of days paid

Board Governance:

Number of School Board Members
Board Secretary – Record Secretary

Regional Administration:

Senior Management FTE's: Superintendent, Asst. Super, Executive Directors, Directors, Asst. Dir.
Program Management FTE's: Coordinators, Supervisors (all program departments)
Operational Mgmt. FTE's: Coordinators, Supervisors (all operations departments incl. Fin & HR)
Admin. Support FTE's: Asst. Coordinators, Admin. Assistants, Communications, OH & S Officers
Secretarial & Clerical Staff

Technology:

Student/Instructional Computer: Total number of Students/Total Number of Computers Available
Technical Support FTE's: System Administrators, Technologists, Technicians
Computers/Technician: Total Computers across Board/Technical Support FTE's

Property Service:

Total School Sq. Ft.: Total square footage of all schools operated by Board
Sq. Ft./Student: Total square footage divided by Sept. 30th enrollment
Maintained Sq. Ft.: Total square footage of all schools maintained by Board
Private Operator Sq. Ft.: Total square footage of all schools maintained by Private Operators
Operating Cost/Sq. Ft.: Total operating cost/Sq. Ft. of all schools maintained by Board
Bd. Custodial/Sq. Ft.: Cust. Hours/Sq. Ft. maintained by Brd. Employed Staff divided by 8 hours
Con. Custodial/Sq. Ft.: Cost/Sq. Ft. Maintained by Contracted Staff
Board Operating Capital: Board Contribution/Sq. Ft. for operating capital expenditures

Transportation:

Total Buses Operated: Total units operated on a daily basis by Board and Contractors
Total Students Transported: Total students transported each day (counted only once)
Total Cost/Student Transported: Total transportation cost divided by students transported
Average Bus Load: Total students transported divided by total buses operated
Cost/Unit - Contracted: Annual operating cost/unit
Cost/Unit - Board: Annual operating cost/unit
Number of Operating Days: Number of days transportation system actually operated

HALIFAX REGIONAL SCHOOL BOARD

SUPPLEMENTARY FUND BUSINESS PLAN & BUDGET

2004-2005

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3. FINANCIAL SUMMARY 7

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INTRODUCTION/PLANNING CONTEXT

The Halifax Regional School Board (HRSB) provides quality educational opportunities for students who reside within the Halifax Regional Municipality. The HRSB is once again pleased to be part of HRM's business planning and budget process.

School boards in Nova Scotia were created by the Province under provisions in the Education Act. Although a separate legal entity, the Halifax Regional School Board shares common goals and works together with the Halifax Regional Municipality (HRM) to create a healthy, sustainable, viable and well educated community.

It is within the framework of a shared vision with HRM for excellence in educational opportunities and student achievement that this supplementary fund business plan and budget proposal is prepared and presented to Council.

There is a long history of the former cities of Halifax and Dartmouth providing funding for public education that is above the mandatory amount directed annually by the Province. This supplementary funding has been used to enhance and augment educational programs and services to students who live in these areas. It is a matter of record that HRSB receives the lowest amount per student in funding from the Province. **Supplementary funding allows students to benefit from programs and services that would not be affordable with the general funding.**

The HRSB acknowledges that educational funding is a provincial responsibility, nonetheless, there is a mandate from the public for supplementary funding to continue and many councillors strongly support the enhanced program opportunities that are provided to students in their districts.

There is a need to address several very critical issues surrounding supplementary funding. These issues have arisen as a result of school board amalgamation in 1996. Funds continue to be raised at different amounts, at different tax rates and the funds can only be spent in certain areas of the region.

The long term vision of the HRSB is one of taxpayer equity and student equity. The HRSB believes that all taxpayers should contribute towards supplementary funding at the same tax rate and that funds raised should be distributed equally throughout the region to support all students, regardless of where they live.

This 2004-2005 Business Plan and Budget proposal is based on a phased in approach to achieve the long term vision. It is important that almost 34,000 students in the former County-Bedford receive similar benefits as the students in the former cities. The HRSB has a fundamental belief that students should not be disadvantaged based on where they live. The HRSB has an obligation to all students within HRM. It is through a staged increase in the County-Bedford supplementary funding that these 34,000 students will begin to receive equitable treatment to their city counterparts.

The HRSB has heard the statements that some of the former County-Bedford areas do not want the enhancements provided in the former cities and don't want to pay the extra taxes. School administrators who have moved from city schools to county schools have commented on numerous occasions that the lack of supplementary funds is a distinct disadvantage to these students. Conversely, administrators who have moved from county schools to city schools observe the advantages that supplementary funds give to students in terms of educational experiences and success.

The 2004-2005 budget proposal reflects the funds required to maintain the existing program enhancements currently provided to students. The major supplementary fund expenditure is teacher's salaries and the budget proposal incorporates collective agreement salary increases. If funding is not increased to reflect these cost increases, there will be a further reduction in programs and services for students.

In 2003-04, the HRSB requested increased supplementary funding to offset cost drivers in programs and services. An increase was not provided and through the final budget process, there were reductions in both staff and resources in each area. These reductions were highlighted in the 2003-04 Supplementary Fund Business Plan and Budget. There has not been an increase in supplementary funding since 2002-03, yet costs continue to increase.

There have also been discussions between HRSB and HRM officials regarding the inequity of the current provincial funding formulas. This has recently been reported by the Auditor General as well. There are plans to jointly address this matter with the Department of Education.

Resolving supplementary funding issues and provincial funding inequity is interconnected. By working together and sharing a common vision for the educational system in this municipality, **the HRSB and HRM can achieve a stable, equitable level of mandatory and supplementary funding to provide the educational opportunities and success that create a "smart city".**

2004-05 Supplementary Funding Proposal

This business plan and budget proposal reflects the funding requirements to retain existing staffing and resources in Halifax and Dartmouth. It also reflects the Board's direction to prepare a budget request for an additional $2 million in the former County-Bedford that represents the first stage of a multi-year proposal to increase the tax rate in the former County-Bedford to equal the rates in Dartmouth and Halifax. Within 3 to 5 years, the HRSB hopes to have the same tax rate for all taxpayers in HRM.

The additional funds in the County-Bedford area will be used to acquire education staff and resources that are currently available to students in the former cities. Following approval of supplementary funding for 2004-05 by Council, the HRSB will complete its formal budget process, including consultation with school communities. Council will be provided with the final approved budget later this spring.

The budget proposal is as follows:

	Funding Proposal 2004-05	Actual Funding 2003-04	Actual Funding 2002-03
Halifax	$12,664,700	$12,295,800	$12,685,800
Dartmouth	5,396,400	5,239,200	5,482,000
County-Bedford	5,312,000	3,312,000	3,612,300
	$23,373,100	$20,847,000	$21,780,100

SERVICE PLAN

Program Mission, Strategic Outcomes, and Client Benefits for existing programs and services

The Halifax Regional School Board is responsible for administering the public school system within the boundary of the Halifax Regional Municipality. The Board operates 139 schools serving almost 56,500 students.

Our mission is...

> *To ensure that each student develops passion for learning, for achieving personal success, and for building a harmonious global community.*

The belief statements that underpin this mission statement are:

- Every person has value
- Individuals are accountable for their decisions
- Honesty and respect are fundamental to healthy relationships
- Continuous learning is critical to personal growth and an enriched life
- Each person has a valuable contribution to make
- Diversity enriches
- Positive attitude is essential for personal success
- Respect for self is fundamental to respect for others

The premise for setting goals and priorities for the Halifax Regional School Board is that every student can learn and every school can improve.

In accordance with Board policy, the focus of priorities for supplementary funding is:

1. Allocations from the Supplementary Fund will be made for the purpose of augmenting and enhancing programs and services and for providing students with improved opportunities for learning.

2. The board is committed to equity for all students across the region and for equitable access to the resources provided through the existence of supplementary funds.

In accordance with the HRM business plan template, the following table highlights the strategic outcomes from having supplementary funding available for students:

STRATEGIC OUTCOMES	INDICATORS
1. Students in all HRSB schools will achieve greater success and have broader educational experiences, contributing to HRM becoming a "smart city".	# of indicators of student success on which the Board provides data to schools # of indicators of student success on which schools collect data Level of support for students requiring and receiving specialist support beyond the classroom teacher
2. Public support and confidence in HRSB schools	Satisfaction rate by respondents to survey of education, community and business partners

The second section in this template requires notation of one or more benefits to the "clients" of supplementary funding. In this case, we outline the benefits to students, however, the entire community benefits when children receive a well rounded, quality public education. The benefits to students are:

CLIENT BENEFITS	INDICATORS
1. Students in Halifax and Dartmouth receive enhanced instruction in the following program areas: ➢ Music ➢ French ➢ Physical Education ➢ Art	Instructional time in the noted program areas is greater than the time allocated through the General Fund budget.

CLIENT BENEFITS	INDICATORS
2. Students with special needs receive additional supports to allow them to succeed.	Ratio of special needs resources to students in excess of provincial averages
3. Students have increased access to professional library materials and resources.	Number of library technicians in schools
4. Students in Halifax and Dartmouth have an opportunity to participate in exemplary arts programs such as All City Music.	Number of students participating in All City Music
5. Students whose first language is not English are provided enhanced support to learn English.	Students per ESL teacher
6. Class sizes are reduced to provide a more conducive environment for student success.	Average class size
7. Schools have additional program resources to augment student achievement.	Program resources per school

FINANCIAL SUMMARY

The following summarizes the current financial position for each part of the Fund:

HALIFAX

	2004-2005 Proposal	2003-2004 Budget	2002-2003 Actuals
Funding	$12,664,700	$12,295,800	$12,295,000
Prior Year Surplus	0	0	88,080
	$12,664,700	$12,295,800	$12,383,080

Expenditures			
Salaries & Benefits	$11,930,700	$11,561,800	$11,063,467
Supplies & Materials	734,000	734,000	947,373
Administration	0	0	233,592
	$12,664,700	**$12,295,800**	**$12,244,432**
Surplus	**$0**	**$0**	**$138,648**

Halifax – Budget Change Highlights

The 2004-2005 budget proposal is based on retaining the same number of staff in the 2004-2005 school year as currently in schools in 2003-2004, with the exception of an increase of 7.6 FTE additional classroom teachers to further reduce class sizes. Refer to Appendix A for the detailed list of positions by category. The budget reflects the result of negotiated salary increases for the current staff. The budget also reflects the full year impact of staff reductions that took place as of July 31, 2003.

DARTMOUTH

	2004-2005 Proposal	2003-2004 Budget	2002-2003 Actuals
Funding	$5,396,400	$5,239,200	$5,239,200
Prior Year Surplus	0	0	34,214
	$5,396,400	**$5,239,200**	**$5,273,414**
Expenditures			
Salaries & Benefits	$4,866,600	$4,778,800	$4,565,152
Supplies & Materials	453,800	388,000	519,537
Student Transportation	76,000	72,400	75,000
Administration	0	0	99,504
	$5,396,400	**$5,239,200**	**$5,259,193**
Surplus	**$0**	**$0**	**$14,221**

Dartmouth – Budget Change Highlights

The 2004-2005 budget proposal is based on retaining the same number of staff in the 2004-2005 school year as currently in schools in 2003-2004, with the exception of an increase of 4.0 FTE additional classroom teachers to further reduce class sizes. Refer to Appendix B for the detailed list of positions by category. The budget reflects the result of negotiated salary increases for the current staff. The budget also reflects the full year impact of staff reductions that took place as of July 31, 2003.

HALIFAX COUNTY-BEDFORD

	2004-2005 Proposal	2003-2004 Budget	2002-2003 Actuals
Funding	$5,312,000	$3,312,000	$3,312,000
Prior Year Deficit	0	0	<8,090>
	$5,312,000	**$3,312,000**	**$3,303,910**
Expenditures			
Salaries & Benefits	$5,312,000	$3,312,010	$3,173,817
Supplies & Materials	0	0	70,689
Administration	0	0	62,904
	$5,312,000	**$3,312,000**	**$3,307,410**
Deficit	**$0**	**$0**	**<$3,500>**

Halifax County-Bedford – Budget Change Highlights

The 2004-2005 budget proposal is based on retaining the same number of Centrally Managed staff in the 2004-2005 school year as currently in schools in 2003-2004. Refer to Appendix C for the detailed list of positions by category. The Families of Schools budget allocation is proposed to increase from $2,157,200 to $4,086,300. These funds will be budgeted in greater detail with community consultation with the intent of providing enhanced programs and services as currently provided in the 2 former cities. This will be reviewed by the Board during final budget deliberations as part of the multi-year strategy to bring student program and service equity to all regions within the HRSB.

Detailed Current Year Operating Budget – 2004-2005

Refer to Appendix A - C.

Staffing FTE's – 2004-2005

Refer to Appendix A - C.

SUMMARY OF LAST YEAR'S (2003-2004) ACHIEVEMENTS AGAINST LAST YEAR'S BUSINESS PLAN

HALIFAX

KEY INITIATIVE	*STATUS*	*IMPACT ON STUDENT ACHIEVEMENT*
Employ additional staffing to reduce the pupil-teacher ratio.	45.7 FTE's	Additional teaching staff means smaller class sizes that have tremendous impact on each individual child and teacher. Children have better opportunities for success because of: ➢ Enhanced learning environments ➢ Support for children who had been experiencing challenges in larger classes ➢ Increased ability to deal with students with behavioral problems.
Augment the regional level of classroom support in the areas of: ➢ Classroom Music Instruction ➢ Core French ➢ Physical Education ➢ French Instruction ➢ Art ➢ All City Music ➢ English as A Second Language ➢ Youth Foundation	Music 4.4 FTE's Physical Ed 4.9 FTE's French 5.5 FTE's 14.9 Art FTE's All City /Family Fine Arts Specialists 11.4 FTE's 7.0 ESL FTE's 4.0 FLEC's Teachers	Additional staffing creates better programming possibilities for children by allowing for more school based specialist staff to provide: ➢ Additional minutes music instruction ➢ Choir ➢ Additional minutes of physical education ➢ Outdoor education programming ➢ Early introduction to Core French for Gr. 3 ➢ Additional minutes of French instruction Gr. 4-6 ➢ Art instruction – Gr. 4-6 ➢ Fine arts specialist time ➢ Instrumental music ➢ ESL instruction ➢ Alternative high school education program – Youth Foundation.
Enhance the regional level of classroom support for Special Needs Students in the areas of: ➢ Specialist Teachers ➢ 4+ Program ➢ Social Workers ➢ Student Support Workers ➢ Educational Program Assistants	25.3 FTE Specialists 4.0 FTE 4+Teachers 4.0 Social Workers 2.0 Student Support Workers 30.0 EPA's	Additional staffing creates better programming possibilities for children by allowing for more regional and school based specialist staff to work with students in smaller groups or on a one-to-one level to provide: ➢ Special Classes designed for high needs students ➢ Specialist teachers in the areas of autism and behavior management ➢ 4+ classes with a teacher and EPA to better prepare students academically, socially and emotionally for entry into the public school system ➢ Social workers to meet emotional, social and family needs --a service essential in meeting the needs of the whole child

KEY INITIATIVE	*STATUS*	*IMPACT ON STUDENT ACHIEVEMENT*
		➢ Student support workers who provide additional support for students ➢ Educational Program Assistants who provide support for high needs students.
Provide schools with additional staffing support in the areas of library, guidance and resource.	26.8 Library Techs 1.3 Guidance	Additional staffing in the area of library support, guidance and resource create much needed supports for students outside of the regular classroom setting: ➢ All schools have the benefit of library support staff, allowing students direct access to school libraries to support student achievement ➢ Additional allocation of resource teachers to serve a growing need. Resource provides an increased ability to provide early intervention with small groups within the school-serving the literacy and behavioral needs of the children ➢ Enhance guidance services in Halifax junior high schools to better meet the needs of junior high students - study skills, health, social and emotional issues.
Augment staff allocations to provide site-based administrative relief time.	15.2 VP .3 Principal	Additional site-based administrative time contributes to a safe school environment and provides administrators with the opportunity to focus more time on curriculum development resulting in a better learning environment for students. Vice-principal relief time provides: ➢ Enables a clear focus on a safe and inviting school which sets the context for learning ➢ Time to work collaboratively with the Principal to plan and support curriculum ➢ Time to better manage the supportive environment necessary for student achievement.
Provide additional school secretary staff for schools.	5.9 Secretaries	Additional secretary support means that there is someone in the office at all times to respond to both student and parent concerns and safety issues. The presence of a secretary means that the principal is able to devote time to more substantive issues.

KEY INITIATIVE	*STATUS*	*IMPACT ON STUDENT ACHIEVEMENT*
Provide resources to supplementary fund programs ➢ Special Education Programs ➢ Fine Arts ➢ Youth Foundation ➢ Outdoor Education ➢ Therapeutic Swim Program	$130,000	Staffing for programming is most effective when the resources needed to support the program are also available. SF funds are used to provide: ➢ Resources to support the Fine Arts Program such as student workshops and productions ➢ Supplies and materials for students in Fine Art program, such as pottery labs ➢ Flexible Learning Center with additional resources to support their programming needs ➢ Supplies and materials and other curriculum resources for students in special education programs, i.e. Therapeutic Swim Program ➢ Provides financial support for students to participate in outdoor experiences such as rock scrambling, canoeing, sailing and skiing.
Enhance the per pupil allocation for instructional materials and supplies and support school-based initiatives (i.e. School Improvement Plan).	$604,000	Schools are provided supplementary funds to augment the GF allocation to supplies and materials schools need to run PSP programming. They also receive a School Fund to be used to support the School Improvement Plan as well as other school base initiatives. It provides: ➢ Additional supplies and materials ➢ Funds to purchase additional resources such as textbooks, software, curriculum resources for science and math, social studies, etc. ➢ Initiatives directed at creating a safe, inviting school environment ➢ Funds for Bully Smart Training, Peer Mediation and Peer Helping programs ➢ Up-to-date computer hardware and software ➢ Improved school grounds and encourage our students to be more ecologically aware ➢ Enhanced library resources ➢ Support for school improvement plans.

DARTMOUTH

KEY INITIATIVE	*STATUS*	*IMPACT ON STUDENT ACHIEVEMENT*
Employ additional staffing to reduce the pupil teacher ratio.	12.8 FTE's	Additional teaching staff means smaller class sizes that have tremendous impact on each individual child and teacher. Children have better opportunities for success because of: ➢ Enhanced Learning environments for all children ➢ Support for children who had been experiencing challenges in larger classes ➢ Increased ability to deal with students with behavioral problems.

KEY INITIATIVE	*STATUS*	*IMPACT ON STUDENT ACHIEVEMENT*
Augment the regional level of classroom support in the areas of: ➢ Specialized Music Instruction ➢ Core French ➢ Physical Education ➢ French Education ➢ Art ➢ All City Music ➢ English as A Second Language	Music 5.6 FTE's French 2.8 FTE's Physical Ed 2.5 FTE's Art 4.60 FTE's All City/Family Fine Arts Specialists 5.1 FTE's 2.5 ESL FTE's 3.0 Jr. High Support	Additional staffing creates better programming possibilities for children by allowing for more school based specialist staff to provide: ➢ Additional minutes music instruction ➢ Additional minutes of physical education ➢ Additional minutes of French instruction Gr. 4-6 ➢ Art instruction at elementary and jr. high ➢ Instrumental music ➢ ESL instruction ➢ Junior high program support for at risk students.
Enhance the regional level of classroom support for Special Needs Students in the areas of: ➢ Specialist Teachers ➢ 4+ Program ➢ Social Workers ➢ Student Support Worker ➢ Educational Program Assistants	8.8 Specialist FTE's 2.0 Social Workers 12.1 EPA's 2.0 4+ Teachers 1.0 Student Support Worker	Additional staffing creates better programming possibilities for children by allowing for more regional and school based specialist staff to work with students in smaller groups or on a one-to-one level to provide: ➢ 4+ classes with a teacher and EPA to better prepare students academically, socially and emotionally for entry into the public school system ➢ Social workers to meet emotional, social and family needs --a service essential in meeting the needs of the whole child ➢ Student support worker who provides additional support for a Family of Schools ➢ Educational Program Assistants who provide support for high needs students.
Provide schools with additional staffing support in the areas of library assistants/technicians, guidance and resource.	15.5 Library Technicians 2.9 Guidance	Additional staffing in the area of library support, guidance and resource create much needed supports for the students outside of the regular classroom setting. (See Halifax for details).
Augment staff allocations to provide site-based administrative relief time.	1.4 VP	Additional site-based administrative time contributes to a safe school environment and provides administrators with the opportunity to focus more time on curriculum development in their school resulting in a better learning environment for students. (See Halifax for details).

KEY INITIATIVE	*STATUS*	*IMPACT ON STUDENT ACHIEVEMENT*
Provide additional school secretary staff for schools.	3.1 FTE Secretaries	Additional secretary support means that there is someone in the office at all times to respond to both student and parent concerns and safety issues. The presence of a secretary means that the principal is able to devote time to more substantive issues.
Provide resources to Families of Schools to encourage and promote excellence	$38,000	Staffing for programming is most effective when the resources needed to support the program are also available. SF funds are used to provide: ➢ Supplies and materials for students in Fine Art programs ➢ Supplies, materials and curriculum resources for students in special education programs.
Enhance the per pupil allocation for instructional materials and supplies and support school-based initiatives (i.e. School Improvement Plan).	$350,000	Schools are provided supplementary funds to augment the GF allocation to supplies and materials schools need to run PSP programming. They also receive a School Fund to be used to support the School Improvement Plan as well as other school based initiatives. (See Halifax for details).

COUNTY/BEDFORD

KEY INITIATIVE	*STATUS*	*IMPACT ON STUDENT ACHIEVEMENT*
Augment the regional level of classroom support for English as A Second Language.	2.0 ESL FTE's	Regional ESL support provided for students when needed.
Enhance the regional level of classroom support for special needs students in the area of: ➢ 4+ Program ➢ Educational Program Assistants	15.3 Resource Specialists 1.0 FTE 4+ Teacher 1.0 EPA	Additional staffing creates better programming possibilities for children by allowing for more regional and school based specialist staff to work with students in smaller groups or on a one-to-one level to provide: ➢ 4+ class with a teacher and EPA to better prepare students academically, socially and emotionally for entry into the public school system ➢ Educational Program Assistants who provide support for high needs students.
Employ additional staffing to enhance learning opportunities.	Within allocations to families	Additional teaching staff means smaller class sizes that have tremendous impact on each individual child and teacher. Other support staff address Family of Schools needs.
Provide schools with additional staffing support in the areas of: ➢ Library ➢ Resource	Within allocations to families	Additional staffing in the area of library support, guidance and resource create much needed supports for the students outside of the regular classroom setting. (See Halifax for details).

KEY INITIATIVE	*STATUS*	*IMPACT ON STUDENT ACHIEVEMENT*
Provide additional school secretary staff for schools.	Within allocations to families	Additional secretary support means that there is someone in the office at all times to respond to both student and parent concerns and safety issues. The presence of a secretary means that the principal is able to devote time to more substantive issues.
Provide funds to the Families of Schools to support projects within the Families of Schools.	Within allocations to families	Several schools dedicated SF funds to Professional Development PD days and curriculum leadership positions.
Enhance the per pupil allocation for instructional materials and supplies and support school-based initiatives (i.e. School Improvement Plan).	Within allocations to families	Several schools dedicated SF funds to augment the purchase of supplies and materials provided by the general fund.

ISSUES ANALYSIS

ISSUE #1 EQUITY

The current amount of supplementary funding and the distribution of that funding throughout the Halifax Regional Municipality is not equitable. As a result, certain students, based on where they live in HRM, have access to a greater amount of resources than others, to enhance and augment their learning experience.

Section 530 of the Municipal Government act outlines the provisions for supplementary funding in the former cities of Halifax and Dartmouth. Funds raised in these areas can only be spent in these specific areas within the municipality. The additional education funding in the former Halifax County-Bedford is an area rate and was first introduced in 2000-2001.

The current inequity exists for both students and taxpayers. The supplementary fund tax rate is different in each of the three former municipalities so it would be difficult to achieve resource allocation equity until all taxpayers are paying the same rate.

Since the funds must be spent in the areas raised, it results in different amounts available per student. For example, the amount raised in Halifax is almost 10 times higher per student than in the County-Bedford. This gives schools in the former Halifax access to more resources to improve student success than the former County-Bedford. The HRSB believes students in certain parts of the municipality should not be disadvantaged from a resources perspective.

With amalgamation in 1996, the school board became one organization responsible for public education in the entire area of Halifax Regional Municipality. The School Board is committed to allocating all available resources equitably throughout the region to support all students, regardless of where they live or where the funds were raised. The barriers to equity that exist due to the pre-1996 provisions must be removed.

Goal 2004-2007

Attain a sustainable and committed level of supplementary funding, based on a standard municipal tax rate, that is available to be spent equitably across the entire region.

Objectives 2004-2005

1. Begin a phased increase in the County-Bedford tax rate with a view to having a standard rate across the region within 3 years. As well, the commercial assessment in the County-Bedford should be taxed on the same basis as Halifax and Dartmouth (2.55 times residential rate).
2. Partner with HRM Council to advocate for equitable general funding for HRSB.
3. Obtain a commitment from HRM to provide annual funding increases to offset cost drivers.

Analysis of Proposed Changes

The HRSB has long advocated that the funding allocation model used by the Province to distribute mandatory education funding is not equitable. This assertion has been recently supported by the Auditor General in his 2003 Annual Report.

The Board is confident that the impetus is now in place for the Province to examine the funding formula. With a combined effort, HRM and HRSB can advocate for equitable mandatory funding.

The Board also sees a link between achieving equity in mandatory funding and supplementary funding. The Board would propose that:

a) The supplementary fund tax rates be equalized at approximately the current Halifax rate over a 3-year phase in period.

b) Once equalized, the entire supplementary funding would be managed as one fund for the entire region and spent equitably to provide resources that directly improve learning success for all students. This objective would require amendments to the Municipal Government Act.

c) Increases in general funding as a result of equity changes in the funding model would be used to maintain many of the current core program enhancements in Halifax and Dartmouth. In this way, commitments would be made to preserve these supplementary funded programs and services, but funded from general revenues.

d) HRM provide a commitment that annual supplementary funding would be adjusted to reflect known cost drivers such as negotiated salary increases. This would provide much needed stability to schools and communities knowing that successful programs and services are secure over the long term.

The Board is confident that with HRM approval of these initiatives, and partnering with the Board to seek Provincial funding improvements, a new era of stability and equity can be achieved to the benefit of all students in our region.

ISSUE #2 PROGRAMS AND SERVICES

The Public School Program, or core program as it is sometimes called, is defined by the Province. However, mandatory funding to the HRSB has been insufficient to provide the level and breadth of programs and services expected by the citizens of HRM. Supplementary funding has been provided to not only enhance the core program, but provide other valuable programs and services that are not within the core program. These enhancements funded by supplementary funding have been a major contributor to student success and achieving "Smart City" status for HRM.

The public clearly supports supplementary funding and the enhanced educational opportunities it provides to our students. However, achieving the objectives in Issue #1 also presents an opportunity for dialogue on how supplementary funds can best be spent to maximize learning opportunities.

To this point, the expenditure of these funds has been guided by the HRSB policy on Supplementary Funding. The main premise is that the funds be used to enhance or augment programs and services for students. No funding is allocated for building or operational costs.

Budgeting the funds has also developed in different ways with the majority of funds in Halifax and Dartmouth being managed more centrally whereas the majority of funds in the County-Bedford are managed in a more decentralized manner. The families of schools have been allocated funds based on student population and they decide how to spend the money in accordance with their needs and priorities.

Goal 2004-2007

Adopt a consistent approach to budgeting and managing supplementary funds throughout the region and having the funds used in ways the Board deems appropriate to maximize student opportunities and success.

Objectives 2004-2005

1. Review the HRSB Supplementary fund policy in conjunction with progress in achieving objectives in Issue #1, with a view to updating the types of resources that can be acquired by supplementary funding to maximize student opportunities and success.

2. Review the budget management approach to supplementary funding in conjunction with progress on objectives in Issue #1 to achieve a more consistent approach across the region.

Analysis of Proposed Changes

As part of overall approval of this business plan and budget by HRM, the HRSB would commit to undertaking a review of the spending criteria for supplementary funding. Implementation of any changes would, in large part, hinge on success in achieving more equitable mandatory funding.

The HRSB would commit to obtaining input from HRM Council on spending criteria for supplementary funding. Such consultation would help reach a shared vision on the amount of funding and how it should be spent to maximize student success.

The Board would also examine the budget and management model. There are significant benefits to taking a more centralized approach to maximize the benefits for all students. However, some portion of the funding should be allocated to the school or family of schools level to address unique needs and priorities in school communities.

A thorough review of the budget and management process can ensure funds are being allocated and managed in the most effective manner.

APPENDIX A

SUPPLEMENTARY FUND
BUDGET SUMMARY
2004-2005

HALIFAX

	Budget 2004-2005	Budget 2003-2004	Projection 2003-2004	Change Budget To Budget	Change Budget To Projection
REVENUES					
Halifax Regional Municipality	12,664,700	12,295,800	12,295,200	368,900	369,500
EXPENDITURES					
School Services					
Classroom Teachers					
Specialized Music	247,900	208,700	229,600	39,200	18,300
Core French	128,600	131,800	141,700	-3,200	-13,100
French Instruction	157,200	157,900	132,700	-700	24,500
Physical Education	288,300	240,700	255,700	47,600	32,600
Art Instruction	800,400	764,200	761,700	36,200	38,700
Classroom Teachers	2,881,600	2,652,900	2,574,300	228,700	307,300
Fine Arts	645,300	629,300	674,000	16,000	-28,700
Youth ESL	390,900	372,600	372,400	18,300	18,500
Junior High Support/FLEC	175,700	175,700	182,000	0	-6,300
Sub-total	5,715,900	5,333,800	5,324,100	382,100	391,800
Special Education					
Resource Teachers	1,388,400	1,516,500	1,450,300	-128,100	-61,900
Social Workers	258,600	258,600	260,800	0	-2,200
EPA's	837,300	835,000	826,700	2,300	10,600
Sub-total	2,484,300	2,610,100	2,537,800	-125,800	-53,500

SUPPLEMENTARY FUND
BUDGET SUMMARY
2004-2005

HALIFAX

	Budget 2004-2005	Budget 2003-2004	Projection 2003-2004	Change Budget To Budget	Change Budget To Projection
Library & Guidance					
Library Technicians	751,800	755,600	765,500	-3,800	-13,700
Guidance	74,500	72,900	70,900	1,600	3,600
Sub-total	826,300	828,500	836,400	-2,200	-10,100
School Administrators	1,103,400	1,048,500	1,097,300	54,900	6,100
Other					
Student Services Secretaries	14,400	14,200	14,700	200	-300
4 Plus Teachers	217,500	207,200	216,000	10,300	1,500
Secretaries	151,000	160,100	153,600	-9,100	-2,600
Student Support Workers	61,400	63,400	61,700	-2,000	-300
Sub-total	444,300	444,900	446,000	-600	-1,700
Benefits					
Statutory	699,800	681,800	613,300	18,000	86,500
Medical/Dental/SalCon	150,800	151,800	142,600	-1,000	8,200
Service Awards	87,600	86,800	86,800	800	800
Pension	155,500	122,500	124,100	33,000	31,400
Sub-total	1,093,700	1,042,900	966,800	50,800	126,900
Substitutes	262,800	253,100	253,100	9,700	9,700

SUPPLEMENTARY FUND
BUDGET SUMMARY
2004-2005

HALIFAX

	Budget 2004-2005	Budget 2003-2004	Projection 2003-2004	Change Budget To Budget	Change Budget To Projection
Program Support					
Program Supplies & Materials	55,000	55,000	62,400	0	-7,400
Schools Funds	302,000	302,000	302,000	0	0
Schools - Supplies & Materials	302,000	302,000	455,600	0	-153,600
French Immersion Supplies	0	0	77,300	0	-77,300
Therapeutic Swim Program	20,000	20,000	20,000	0	0
Junior High Support	55,000	55,000	55,000	0	0
Sub-total	734,000	734,000	972,300	0	-238,300
Carry Forward (Surplus) Deficit	0	0	(138,600)	0	138,600
TOTAL EXPENDITURES	12,664,700	12,295,800	12,295,200	368,900	369,500
Surplus	0	0	0		

APPENDIX A

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

HALIFAX

	School Year 2003-2004 (April-July) FTE's	School Year 2003-2004 (April-July) Salary Cost	School Year 2004-2005 (August -March) FTE's	School Year 2004-2005 (August -March) Salary Cost	TOTAL Salary Cost
School Services					
Classroom Teachers					
Specialized Music	4.40	84,125	4.40	163,762	247,887
Core French	2.50	43,651	2.50	84,973	128,624
French Instruction	3.00	53,351	3.00	103,856	157,207
Physical Education	4.90	97,846	4.90	190,472	288,318
Art Instruction	14.90	271,641	14.90	528,789	800,430
Additional Teachers	45.70	881,133	53.30	2,000,505	2,881,638
Fine Arts	11.40	219,000	11.40	426,316	645,316
Youth ESL	7.00	132,648	7.00	258,219	390,867
FLEC	4.00	63,637	4.00	123,879	175,667
Sub-total	97.80	1,847,032	105.40	3,880,771	5,715,954
Special Education					
Central Allocations:					
Resource Teachers	9.60	185,693	9.60	361,479	583,622
Behaviour & Congregated Classes	12.70	214,269	12.70	417,106	631,375
Family Allocations:					
Behaviour & CDST	3.00	62,316	3.00	121,307	173,391
Social Workers	4.00	92,721	4.00	180,495	258,625
EPA's	30.00	289,838	30.00	547,472	837,310
Sub-total	59.30	844,837	59.30	1,627,859	2,484,323

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

HALIFAX

	School Year 2003-2004 (April-July)		School Year 2004-2005 (August -March)		TOTAL
	FTE's	Salary Cost	FTE's	Salary Cost	Salary Cost
Library & Guidance					
Library Technicians	26.80	260,224	26.80	491,534	751,758
Guidance	1.30	25,298	1.30	49,246	74,544
Sub-total	28.10	285,522	28.10	540,780	826,302
School Administrators	15.50	376,928	15.50	726,481	1,103,409
Other					
Student Services Secretaries	0.50	4,563	0.50	9,778	14,341
4 Plus Teachers	4.00	73,818	4.00	143,698	217,516
Secretaries	5.40	48,051	5.40	102,966	151,017
Student Support Workers	2.00	21,265	2.00	40,167	61,432
Sub-total	11.90	147,697	11.90	296,609	444,306
Benefits					
Statutory		257,258		442,571	699,829
Medical/Dental/SalCon		51,787		98,989	150,776
Service Awards		28,781		58,803	87,584
Pension		53,409		102,078	155,487
Sub-total		391,235		702,441	1,093,676
Substitutes					
Short Term Sick Leave		86,342		176,411	262,753
Total Salary & Benefits	212.60	3,979,593	220.20	7,951,352	11,930,723

APPENDIX B

SUPPLEMENTARY FUND
BUDGET SUMMARY
2004-2005

DARTMOUTH	Budget 2004-2005	Budget 2003-2004	Projection 2003-2004	Change Budget To Budget	Change Budget To Projection
REVENUES					
Halifax Regional Municipality	5,396,400	5,239,200	5,239,200	157,200	157,200
EXPENDITURES					
School Services					
Classroom Teachers					
Specialized Music	286,700	272,700	279,600	14,000	7,100
French Instruction	148,400	147,300	146,300	1,100	2,100
Physical Education	146,600	128,500	138,300	18,100	8,300
Art Instruction	270,000	261,500	267,900	8,500	2,100
Additional Teachers	822,400	877,800	837,100	-55,400	-14,700
Fine Arts	287,900	291,000	293,400	-3,100	-5,500
Youth ESL	133,400	126,300	132,200	7,100	1,200
Junior High Support	151,600	143,600	153,200	8,000	-1,600
Sub-total	2,247,000	2,248,700	2,248,000	-1,700	-1,000
Special Education					
Teachers	612,500	551,200	556,200	61,300	56,300
Social Workers	124,400	126,800	118,600	-2,400	5,800
EPA's	336,700	362,700	342,000	-26,000	-5,300
Sub-total	1,073,600	1,040,700	1,016,800	32,900	56,800

APPENDIX B

SUPPLEMENTARY FUND
BUDGET SUMMARY
2004-2005

DARTMOUTH

	Budget 2004-2005	Budget 2003-2004	Projection 2003-2004	Change Budget To Budget	Change Budget To Projection
Library & Guidance					
Library Technicians	432,700	429,900	413,300	2,800	19,400
Guidance	187,800	126,100	133,700	61,700	54,100
Sub-total	620,500	556,000	547,000	64,500	73,500
School Administrators	148,400	137,800	159,900	10,600	-11,500
Other					
Student Services Secretary	5,200	5,500	5,800	-300	-600
4 Plus Teachers	106,900	112,800	107,100	-5,900	-200
Secretaries	77,500	91,500	87,800	-14,000	-10,300
Student Support Workers	31,900	31,300	32,200	600	-300
Sub-total	221,500	241,100	232,900	-19,600	-11,400
Benefits					
Statutory	276,400	286,600	253,000	-10,200	23,400
Medical/Dental/SalCon	75,800	76,400	75,100	-600	700
Service Awards	31,900	30,700	30,700	1,200	1,200
Pension	75,700	61,700	60,700	14,000	15,000
Sub-total	459,800	455,400	419,500	4,400	40,300
Substitutes	95,800	99,100	99,600	-3,300	-3,800

APPENDIX B

SUPPLEMENTARY FUND
BUDGET SUMMARY
2004-2005

DARTMOUTH	Budget 2004-2005	Budget 2003-2004	Projection 2003-2004	Change Budget To Budget	Change Budget To Projection
Program Support					
Program Supplies & Materials	35,000	35,000	39,400	0	-4,400
Schools Funds	150,000	150,000	150,000	0	0
Schools - Supplies & Materials	265,800	200,000	264,900	65,800	900
Junior High Support	3,000	3,000	3,000	0	0
Additional Busses	76,000	72,400	72,400	3,600	3,600
Sub-total	529,800	460,400	529,700	69,400	100
Carry Forward (Surplus)	0	0	(14,200)	0	14,200
TOTAL EXPENDITURES	5,396,400	5,239,200	5,239,200	157,200	157,200
Surplus	0	0	0		

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

DARTMOUTH

	School Year 2003-2004 (April-July)		School Year 2004-2005 (August -March)		TOTAL
	FTE's	Salary Cost	FTE's	Salary Cost	Salary Cost
School Services					
Classroom Teachers					
Specialized Music	5.60	97,300	5.60	189,409	286,709
French Instruction	2.80	50,369	2.80	98,051	148,420
Physical Education	2.50	49,742	2.50	96,830	146,572
Art Instruction	4.60	91,624	4.60	178,360	269,984
Additional Teachers	12.80	231,348	16.80	591,088	822,436
Fine Arts	5.10	97,712	5.10	190,211	287,923
Youth ESL	2.50	45,255	2.50	88,096	133,351
Junior High Support	3.00	51,456	3.00	100,167	151,623
Sub-total	38.90	714,806	42.90	1,532,212	2,247,018
Special Education					
Resource Teachers	5.80	128,227	5.80	249,613	377,840
Behaviour & Congregated Classes	3.00	65,865	3.00	128,216	234,700
Social Workers	2.00	42,196	2.00	82,141	124,337
EPA's	12.10	116,562	12.10	220,173	336,735
Sub-total	22.90	352,850	22.90	680,143	1,073,612
Library & Guidance					
Library Technicians	15.50	149,795	15.50	282,946	432,741
Guidance	2.90	63,713	2.90	124,027	187,740
Sub-total	18.40	213,508	18.40	406,973	620,481
Administrators	1.40	50,673	1.40	97,666	148,339

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

DARTMOUTH

	School Year 2003-2004 (April-July)		School Year 2004-2005 (August -March)		TOTAL
	FTE's	Salary Cost	FTE's	Salary Cost	Salary Cost
Other					
Student Services Secretaries	0.20	1,797	0.20	3,394	5,191
4 Plus Teachers	2.00	36,272	2.00	70,609	106,881
Secretaries	2.90	26,843	2.90	50,703	77,546
Student Support Workers	1.00	10,965	1.00	20,919	31,884
Sub-total	6.10	75,877	6.10	145,625	221,502
Benefits					
Statutory		104,273		172,130	276,403
Medical/Dental/SalCon		25,395		50,385	75,780
Service Awards		10,359		21,563	31,922
Pension		26,190		49,489	75,679
Sub-total		166,217		293,567	459,784
Substitutes					
Short Term Sick Leave		31,077		64,688	95,765
Total Salary & Benefits	87.70	1,605,008	91.70	3,220,874	4,866,501

SUPPLEMENTARY FUND
BUDGET SUMMARY
2004-2005

COUNTY-BEDFORD	Budget 2004-2005	Budget 2003-2004	Projection 2003-2004	Change Budget To Budget	Change Budget To Projection
REVENUES					
Halifax Regional Municipality	5,312,000	3,312,000	3,312,000	-2,000,000	2,000,000
	5,312,000	3,312,000	3,312,000	2,000,000	2,000,000
EXPENDITURES					
School Services					
Families of Schools Staffing - School Year 2002-2003	4,086,300	2,157,200	2,196,300	1,929,100	1,890,000
Special Education					
Teachers	909,300	857,400	834,400	51,900	74,900
Sub-total	909,300	857,400	834,400	51,900	74,900
Other					
ESL Teacher	123,100	115,000	101,400	8,100	21,700
4+ Teachers	44,500	41,200	43,700	3,300	800
EPA's	28,300	27,900	32,000	400	-3,700
Sub-total	195,900	184,100	177,100	11,800	18,800

APPENDIX C

SUPPLEMENTARY FUND
BUDGET SUMMARY
2004-2005

COUNTY-BEDFORD

	Budget 2004-2005	Budget 2003-2004	Projection 2003-2004	Change Budget To Budget	Change Budget To Projection
Benefits					
Statutory	72,700	68,600	53,900	4,100	18,800
Medical/Dental/SalCon	2,300	2,300	3,500	0	-1,200
Service Awards	10,800	10,100	10,100	700	700
Pension	2,400	1,900	2,800	500	-400
Sub-total	88,200	82,900	70,300	5,300	17,900
Substitutes	32,300	30,400	30,400	1,900	1,900
Carry Forward Deficit	0	0	3,500	0	-3,500
TOTAL EXPENDITURES	5,312,000	3,312,000	3,312,000	2,000,000	2,000,000
Surplus	0	0	0		

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

COUNTY-BEDFORD

	School Year 2003-2004 (April-July)		School Year 2004-2005 (August -March)		TOTAL
	FTE's	Salary Cost	FTE's	Salary Cost	Salary Cost
School Services - Centrally Allocated					
Special Education					
Teachers	15.30	308,597	15.30	600,729	909,326
Sub-total	15.30	308,597	15.30	600,729	909,326
Other					
ESL Teacher	2.00	41,759	2.00	81,290	123,049
4 Plus Teachers	1.00	15,104	1.00	29,402	44,506
EPA's	1.00	9,786	1.00	18,485	28,271
Sub-total	4.00	66,649	4.00	129,177	195,826
Substitutes					
Short Term Sick Leave		10,964		21,343	32,306
Benefits					
Statutory		26,828		45,883	72,711
Medical/Dental/SalCon		812		1,534	2,346
Service Awards		3,655		7,114	10,769
Pension		838		1,582	2,420
Sub-total		32,133		56,114	88,247
Total Salary & Benefits (Central)	19.30	418,342	19.30	807,363	1,225,705

APPENDIX C

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

COUNTY-BEDFORD

Funds Managed by Family:	School Year 2003-2004 (April-July)		School Year 2004-2005 (August -March)		TOTAL
	FTE's	Salary Cost	FTE's	Salary Cost	Salary Cost
Auburn Drive Family (____)					
2003-2004 (4,500)					
Salaries	5.80	83,602			
Benefits		11,254			
Sub-total		94,856			
Cole Harbour Family (____)					
2003-2004 (4,814)					
Salaries	5.70	72,300			
Benefits		12,542			
Sub-total		84,842			
Duncan MacMillan Family (____)					
2003-2004 (530)					
Salaries	0.50	8,452			
Benefits		659			
Sub-total		9,111			
Eastern Shore Dist. High Family (____)					
2003-2004 (2,392)					
Salaries	3.20	47,429			
Benefits		5,465			
Sub-total		52,894			

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

COUNTY-BEDFORD

	School Year 2003-2004 (April-July)		School Year 2004-2005 (August -March)		TOTAL
	FTE's	Salary Cost	FTE's	Salary Cost	Salary Cost
Musquodoboit Rural High Family (___)					
2003-2004 (826)					
Salaries	1.30	14,259			
Benefits		2,777			
Sub-total		17,036			
CP Allen Family (____)					
2003-2004 (4,221)					
Salaries	6.20	72,422			
Benefits		14,369			
Sub-total		86,791			
JL Ilsley Family (____)					
2003-2004 (1,004)					
Salaries	1.70	18,665			
Benefits		3,627			
Sub-total		22,292			
Lockview High Family (____)					
2003-2004 (3,661)					
Salaries	5.70	63,909			
Benefits		12,961			
Sub-total		76,870			

APPENDIX C

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

COUNTY-BEDFORD

	School Year 2003-2004 (April-July)		School Year 2004-2005 (August -March)		TOTAL
	FTE's	Salary Cost	FTE's	Salary Cost	Salary Cost
Sir John A Macdonald Family (____)					
2003-2004 (4,733)					
Salaries	5.40	83,756			
Benefits		9,445			
Sub-total		93,201			
Millwood High Family (____)					
2003-2004 (2,604)					
Salaries	3.80	59,382			
Benefits		7,830			
Sub-total		67,212			
Sackville High Family (____)					
2003-2004 (4,086)					
Salaries	5.30	69,458			
Benefits		12,116			
Sub-total		81,574			
Total Funds Managed by Family: (____)	44.60	686,679		3,399,616	4,086,295
2003-2004 (33,371)					
Grand Total Salaries & Benefits	63.90	1,105,021		4,206,979	5,312,000

Note 1: Beside each school family name will be the projected April 30, 2004 enrolment for allocating the 2004-2005 funds. Beside 2003-2004 (in brackets) is the April 30, 2003 enrolment projection that was used to allocate the 2003-2004 funds.

Note 2: The amounts in the 2004-2005 School Year column will be allocated to staffing after budget approval.

APPENDIX C

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

COUNTY-BEDFORD

Funds Managed by Family - Summary:

	School year 2003-2004 (April - July) FTE's	Salary Cost
School Services		
Classroom Teachers		
Additional Teachers	13.50	235,577
Youth ESL		
Sub-total		235,577
Substitutes		
Short Term Sick Leave		9,680
Special Education		
Teachers	1.10	25,609
Social Workers		
EPA's	2.80	26,392
Sub-total		52,001
Library & Guidance		
Library Technicians	21.00	202,037
Teacher Librarian	1.00	21,196
Sub-total		223,233
Other		
4 Plus Teachers		
Secretaries	3.60	32,848
Student Support Workers		
Sub-total		32,848
School Administrators	1.60	40,295
Benefits		
Statutory		45,767
Medical/Dental/SalCon		21,686
Service Awards		3,227
Pension		22,385
Sub-total		93,045
Total Salary & Benefits	44.60	686,680

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

Auburn Drive Family

	School year 2003-2004 (April - July) FTE's	Salary Cost
School Services		
Classroom Teachers		
Additional Teachers	3.10	55,770
Youth ESL		
Sub-total		55,770
Substitutes		
Short Term Sick Leave		1,673
Special Education		
Teachers		
Social Workers		
EPA's		
Sub-total		
Library & Guidance		
Library Technicians	2.50	24,302
Teacher Librarian		
Sub-total		24,302
Other		
4 Plus Teachers		
Secretaries	0.20	1,857
Student Support Workers		
Sub-total		1,857
School Administrators		
Benefits		
Statutory		6,286
Medical/Dental/SalCon		2,171
Service Awards		558
Pension		2,239
Sub-total		11,254
Total Salary & Benefits	5.80	94,856

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

Cole Harbour High Family

	School year 2003-2004 (April - July)	
School Services	FTE's	Salary Cost
Classroom Teachers		
Additional Teachers	1.30	25,743
Youth ESL		
Sub-total		25,743
Substitutes		
Short Term Sick Leave		992
Special Education		
Teachers	0.30	7,340
Social Workers		
EPA's	1.10	10,150
Sub-total		17,490
Library & Guidance		
Library Technicians	3.00	28,075
Teacher Librarian		
Sub-total		28,075
Other		
4 Plus Teachers		
Secretaries		
Student Support Workers		
Sub-total		
School Administrators		
Benefits		
Statutory		5,766
Medical/Dental/SalCon		3,173
Service Awards		331
Pension		3,272
Sub-total		12,542
Total Salary & Benefits	5.70	84,842

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

Duncan MacMillan Family

	School year 2003-2004 (April - July)	
School Services	FTE's	Salary Cost
Classroom Teachers		
Additional Teachers	0.50	8,206
Youth ESL		
Sub-total		8,206
Substitutes		
Short Term Sick Leave		246
Special Education		
Teachers		
Social Workers		
EPA's		
Sub-total		
Library & Guidance		
Library Technicians		
Teacher Librarian		
Sub-total		
Other		
4 Plus Teachers		
Secretaries		
Student Support Workers		
Sub-total		
School Administrators		
Benefits		
Statutory		577
Medical/Dental/SalCon		0
Service Awards		82
Pension		0
Sub-total		659
Total Salary & Benefits	0.50	9,111

APPENDIX C

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

Eastern Shore District High Family

	School year 2003-2004 (April - July) FTE's	School year 2003-2004 (April - July) Salary Cost
School Services		
Classroom Teachers		
Additional Teachers	2.20	36,546
Youth ESL		
Sub-total		36,546
Substitutes		
Short Term Sick Leave		1,096
Special Education		
Teachers		
Social Workers		
EPA's		
Sub-total		
Library & Guidance		
Library Technicians	1.00	9,786
Teacher Librarian		
Sub-total		9,786
Other		
4 Plus Teachers		
Secretaries		
Student Support Workers		
Sub-total		
School Administrators		
Benefits		
Statutory		3,450
Medical/Dental/SalCon		812
Service Awards		365
Pension		838
Sub-total		5,465
Total Salary & Benefits	3.20	52,894

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

Musquodoboit Rural High Family

	School year 2003-2004 (April - July) FTE's	School year 2003-2004 (April - July) Salary Cost
School Services		
Classroom Teachers		
Additional Teachers	0.30	4,924
Youth ESL		
Sub-total		4,924
Substitutes		
Short Term Sick Leave		148
Special Education		
Teachers		
Social Workers		
EPA's		
Sub-total		
Library & Guidance		
Library Technicians		
Teacher Librarian		
Sub-total		
Other		
4 Plus Teachers		
Secretaries	1.00	9,187
Student Support Workers		
Sub-total		9,187
School Administrators		
Benefits		
Statutory		1,179
Medical/Dental/SalCon		763
Service Awards		49
Pension		786
Sub-total		2,777
Total Salary & Benefits	1.30	17,036

APPENDIX C

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

CP Allen High Family

	School year 2003-2004 (April - July) FTE's	 Salary Cost
School Services		
Classroom Teachers		
Additional Teachers	0.60	10,291
Youth ESL		
Sub-total		10,291
Substitutes		
Short Term Sick Leave		702
Special Education		
Teachers		
Social Workers		
EPA's		
Sub-total		
Library & Guidance		
Library Technicians	5.00	48,332
Teacher Librarian		
Sub-total		48,332
Other		
4 Plus Teachers		
Secretaries		
Student Support Workers		
Sub-total		
School Administrators	0.60	13,098
Benefits		
Statutory		5,986
Medical/Dental/SalCon		4,012
Service Awards		234
Pension		4,137
Sub-total		14,369
Total Salary & Benefits	6.20	86,791

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

JL Ilsley High Family

	School year 2003-2004 (April - July) FTE's	 Salary Cost
School Services		
Classroom Teachers		
Additional Teachers	0.20	3,283
Youth ESL		
Sub-total		3,283
Substitutes		
Short Term Sick Leave		194
Special Education		
Teachers		
Social Workers		
EPA's		
Sub-total		
Library & Guidance		
Library Technicians	0.40	3,738
Teacher Librarian		
Sub-total		3,738
Other		
4 Plus Teachers		
Secretaries	0.90	8,269
Student Support Workers		
Sub-total		8,269
School Administrators	0.20	3,181
Benefits		
Statutory		1,538
Medical/Dental/SalCon		997
Service Awards		65
Pension		1,028
Sub-total		3,627
Total Salary & Benefits	1.70	22,292

APPENDIX C

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

Lockview High Family

	School year 2003-2004 (April - July) FTE's	School year 2003-2004 (April - July) Salary Cost
School Services		
Classroom Teachers		
Additional Teachers	1.00	19,121
Youth ESL		
Sub-total		19,121
Substitutes		
Short Term Sick Leave		574
Special Education		
Teachers		
Social Workers		
EPA's		
Sub-total		
Library & Guidance		
Library Technicians	4.00	38,006
Teacher Librarian		
Sub-total		38,006
Other		
4 Plus Teachers		
Secretaries	0.70	6,209
Student Support Workers		
Sub-total		6,209
School Administrators		
Benefits		
Statutory		5,315
Medical/Dental/SalCon		3,670
Service Awards		191
Pension		3,785
Sub-total		12,961
Total Salary & Benefits	5.70	76,870

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

Sir John A Macdonald Family

	School year 2003-2004 (April - July) FTE's	School year 2003-2004 (April - July) Salary Cost
School Services		
Classroom Teachers		
Additional Teachers	2.60	41,387
Youth ESL		
Sub-total		41,387
Substitutes		
Short Term Sick Leave		1,973
Special Education		
Teachers	0.70	15,822
Social Workers		
EPA's	0.20	1,816
Sub-total		17,638
Library & Guidance		
Library Technicians	0.80	7,829
Teacher Librarian		
Sub-total		7,829
Other		
4 Plus Teachers		
Secretaries	0.70	6,379
Student Support Workers		
Sub-total		6,379
School Administrators	0.40	8,550
Benefits		
Statutory		6,086
Medical/Dental/SalCon		1,330
Service Awards		658
Pension		1,372
Sub-total		9,446
Total Salary & Benefits	5.40	93,201

APPENDIX C

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

Millwood High Family

	School year 2003-2004 (April - July) FTE's	School year 2003-2004 (April - July) Salary Cost
School Services		
Classroom Teachers		
Additional Teachers	0.50	8,206
Youth ESL		
Sub-total		8,206
Substitutes		
Short Term Sick Leave		1,217
Special Education		
Teachers	0.10	2,447
Social Workers		
EPA's	0.70	6,850
Sub-total		9,297
Library & Guidance		
Library Technicians	1.00	9,786
Teacher Librarian	1.00	21,196
Sub-total		30,982
Other		
4 Plus Teachers		
Secretaries	0.10	947
Student Support Workers		
Sub-total		947
School Administrators	0.40	8,732
Benefits		
Statutory		4,460
Medical/Dental/SalCon		1,459
Service Awards		406
Pension		1,505
Sub-total		7,830
Total Salary & Benefits	3.80	67,212

SUPPLEMENTARY FUND
STAFFING BUDGET
2004-2005

Sackville High Family

	School year 2003-2004 (April - July) FTE's	School year 2003-2004 (April - July) Salary Cost
School Services		
Classroom Teachers		
Additional Teachers	1.20	22,100
Youth ESL		
Sub-total		22,100
Substitutes		
Short Term Sick Leave		865
Special Education		
Teachers		
Social Workers		
EPA's	0.80	7,576
Sub-total		7,576
Library & Guidance		
Library Technicians	3.30	32,183
Teacher Librarian		
Sub-total		32,183
Other		
4 Plus Teachers		
Secretaries		
Student Support Workers		
Sub-total		0
School Administrators		6,734
Benefits		
Statutory		5,124
Medical/Dental/SalCon		3,300
Service Awards		288
Pension		3,403
Sub-total		12,116
Total Salary & Benefits	5.30	81,574

HALIFAX REGIONAL SCHOOL BOARD
SUPPLEMENTARY FUND BUSINESS PLAN & BUDGET
2004-2005

KEY FACTS

	Halifax	Dartmouth	County/Bedford
Schools	34	24	81
Enrolment-			
September 30, 2002	12,945	9,745	34,275
September 30, 2003	13,239	9,413	33,841
2002-2003			
Residential Tax Rate	11.75¢	9.5¢	4.4¢
Weighted Assessment	$10,463,475,550	$5,505,238,250	$7,532,196,500
Funding	$12,295,800	$5,239,200	$3,312,000
2003-2004			
Residential Tax Rate	10.9¢	8.8¢	4.0¢
Weighted Assessment	$11,302,395,000	$5,942,567,800	$8,206,349,300
Funding	$12,295,800	$5,239,200	$3,312,000
Funding per Student – 2003-2004	$929	$557	$99
Total Supplementary Funded FTE's (School Year 2003-2004)			
Teachers -	147.9	56.0	34.1
Non-teachers -	64.7	31.7	28.8

Note 1: Weighted assessment is residential assessment plus 2.55 times the commercial assessment. This reflects the fact that the commercial tax rate is 2.55 times the residential rate. However, this does not currently apply to the County/Bedford area as it is still applied as an area rate and not a property tax.

Public ☐
Private ☐

Report No: 03-09-655
Date: September 9, 2003

HALIFAX REGIONAL SCHOOL BOARD
Follow Up Status Report – Auditor General Report – 2001

PURPOSE:	To provide the Board with a follow up status report on the Auditor General Report of 2001.
BACKGROUND:	In the fall of 2000, the Auditor General conducted a review of school board budgeting and financial management practices. The audit was focused mainly on the CCRSB and the HRSB. The results were reported in the 2000 Annual Report of the Auditor General released in January 2001.
CONTENT:	There were numerous observations and recommendations that directed towards the HRSB. Since that time, significant improvement has taken place in budgeting and financial management practices within the HRSB. The attached report highlights the findings and recommendations of the Auditor General and the action taken by the Board to address these matters.
COST:	N/A
FUNDING:	N/A
TIMELINE:	N/A
APPENDICES:	Appendix A – Follow Up Status Report
RECOMMENDATIONS:	It is recommended that the Board receive this report for information.
COMMUNICATIONS:	
From:	For further information contact: Richard Morris, Executive Director of Financial Services, at 464-2000 Ext. 2268 or e-mail **rmorris@hrsb.ns.ca.**
To:	Audit & Finance - September 16, 2003

File: *dhanf/Auditor Gen Rep-2001-Follow Up Status*
Date: *September 9, 2003*

APPENDIX A

HALIFAX REGIONAL SCHOOL BOARD
AUDITOR GENERAL REPORT - 2001
FOLLOW UP STATUS REPORT
SEPTEMBER 16, 2003

OBSERVATION/ RECOMMENDATION	ACTION TAKEN/ STATUS
Business Planning	
HRSB has elements of a business plan but has not developed a formal plan.	The Board has completed annual business plans since 2001. The process is now firmly entrenched in both Board policy and Department of Education guidelines. The Board has received favourable response from the Department to the 2003-2004 business plan. Formal business planning is undertaken for the Supplementary Fund as well.
Budget Process	
1. Linkage of budget to long term and operational plans should be clear and well documented	The process of completing business plans and budgets has continued to evolve and improve since 2001. The 2003-2004 business plans and budgets have very clear and well documented linkages and this has now become an important and regular component of this process.
2. No documentation on presentation and approval of budget assumptions. The Board should require preparation and approval of budget assumptions as one of the first steps in the budget process.	The Financial Services Department prepares detailed budget assumptions and retains the supporting documentation. The budget assumptions are reviewed and endorsed by Senior Staff and other relevant staff. The budget assumptions are reviewed with the Board at the Budget Workshops as the first step of Board review and approval. This is considered an appropriate approach to development, review and endorsement of budget assumptions.

OBSERVATION/ RECOMMENDATION	ACTION TAKEN/ STATUS
3. (a) HRSB improve the quality of the enrolment assumptions used during the budget process and that the staffing formula be specifically developed and approved by the Board.	There is a formal staffing model that is used by Senior Staff and the Board to allocate budgeted staffing. This model was reviewed and approved by the Board in April 2003 prior to final approval of the budget. Enrolment projections are done in the spring and have been very accurate in the past.
Board members be directly involved in determining the number of staff and average class sizes for the coming year.	Overall staffing formulas, enrolment projections and allocations were approved by the Board in April 2003. It is a formal policy that the Board approve the number of staff and staffing formulas as part of the budget process.
(b) Enrolment projections should be provided to the Board for review as part of the initial stages of budget preparation.	The enrolment projection process was revised in 2003 to improve accuracy. Enrolment projections are provided to the Board when complete. This was done in April 2003 for the 2003-2004 school year and will continue to be an integral part of budget preparation every year. Adjustments are made in September based on actual enrolments.
4. HRSB did not retain detailed support for the preliminary budget calculations. Support for the final budget should be retained.	Financial Services now retains all detailed supporting budget documentation.
5. There was inadequate supporting analysis in some cases: - heating fuel budget - maintenance supplies & materials with strategies and plans for achieving budget targets not documented.	This observation actually applied only to heating fuel. The maintenance budget is determined by available funding and School Facilities manages to that amount. The nature and extent of detailed supporting analysis for the budget has improved over the past two years and staff retains the detailed supporting analysis for all budget line items.

OBSERVATION/ RECOMMENDATION	ACTION TAKEN/ STATUS
6. HRSB has no documentation standards, retention schedules, requirements for formal sign off or independent quality control reviews for the final budget.	Although the Board has not yet prepared a broad based records retention policy, Financial Services retains all budget records for a 7 year period. We have not required departments to formally sign off the preparation of their first draft budgets but we do have a decentralized budget preparation process and all departments are asked to confirm their draft budgets before proceeding to Board approval. For independent quality control reviews, we have had Joe MacEachern of the Department of Education review the budget prior to final Board approval. Human Resources will be undertaking the development of a broad based records retention policy in 2003-2004.
7. (a) HRSB Board was given inadequate information on which to base a budget related decision re CC&P.	There was disagreement with this observation and belief that the Board was given all the information it required to make an informed decision. It was a one-off situation that did not require follow up.
(b) Recommend that for profit centres, information going to the Board be prepared in accordance with appropriate profit centre accounting practices.	The budget document has been modified to incorporate this recommendation, i.e., EXCEL, Facilities Rentals, etc.
8. Budgets should be completed and approved prior to commencement of the fiscal year.	A final budget cannot be approved without official funding notification from the Province. The Board follows an acceptable timeframe for budget approval based on the timing of funding information and meets all legislated budget approval time requirements. For 2004-2005, the plan is to complete the process in April 2004, or within 30 days of receipt of provincial funding.

OBSERVATION/ RECOMMENDATION	ACTION TAKEN/ STATUS
Information Systems	
1. HRSB does not include prior year actuals in their monthly statements for comparison with current results.	With the SRB system, which was formerly used by the Board, it was very difficult to provide prior years actuals. We have only used SAP for one fiscal year. It is easier to report prior years actuals with SAP and this will be pursued with the intention of including this information by the third quarterly report for 2003-2004.
2. HRSB does not have a formal policy for preparing written budget to actual comparisons and related variance explanations. There are no written criteria for what is considered a significant variance.	The Business Plan and Budget Policy requires Board departments to investigate variances and commentary on variances is provided to the Board on a quarterly basis. We will prepare more formal criteria on variance explanations and reporting and amend the Procedures to reflect this enhanced process for the next quarterly report.
3. All staff who have budgetary responsibilities should be involved in reviewing financial information and preparing variance explanations.	These measures are included in the Budget and Business Plan Policy of the Board. All Board departments have responsibility in preparation and review of the budget and monitoring actual financial results.
4. RSB's should start the forecasting process early in the fiscal year.	The forecasting process is started after the second quarter, with a more concentrated effort beginning during the third quarter when the new school year has begun. More accurate forecasts can only be achieved after September 30 enrolments are confirmed and related staffing adjustments have been completed.

Response to Standing Committee on Human Resources

Do we have any schools where the square foot per student does not meet Fire Marshall Regulations?

The issue of school construction, building codes and fire marshall regulations is complex. Codes change from time to time but fall into at least two separate categories; those which apply to new construction, from that date forward, and those such as sprinkler and other safety issues which may require retrofitting of existing buildings. An ongoing review of schools is conducted annually by the Fire Marshall's office and any noted deficiencies are addressed as required.

All schools within the Halifax Regional Municipality are built to the current specifications of the day. Current construction, which has been the case for some time now, follows the Design Requirements Manual (DRM) from the Nova Scotia Department of Transportation and Public Works (TPW). All building and fire safety codes are incorporated into the design and construction of all school buildings.

From: Silver, Janice
Sent: Friday, May 07, 2004 9:32 AM
To: Olsen, Carole
Cc: White, Judy
Subject: RE: Hungry Children

Hi Carole,

Glad the hungry kids info is what you needed & I would definitely like to discuss the broader issues at some future date.

Thanks for your good wishes re the Youth Health Centre presentation that Linda Young & I will be making at the Primary Health Care conference in Winnipeg - should be interesting! We gave one to the CDHA Board & Executive last evening at the QE II & part of the presentation was given by a YHC coordinator & 2 students. The kids were absolutely wonderful & stole the show, for sure! The CDHA Board indicated that they would definitely be advocating for additional funding in order to provide more YHC staff time in both junior & senior highs! I think that it would be great to make a similar presentation to our Board, sometime soon!

Janice

-----Original Message-----
From: Olsen, Carole
Sent: Thursday, May 06, 2004 3:10 PM
To: Silver, Janice; White, Judy
Subject: RE: Hungry Children

Thanks Janice:

This is precisely what I need. We can discuss this boarder issue and what we can do about it at another time. I hope you have a wonderful trip to Winnipeg.

Thanks

Carole

-----Original Message-----
From: Silver, Janice
Sent: Thursday, May 06, 2004 1:05 PM
To: White, Judy; Olsen, Carole
Subject: Hungry Children

HI Judy & Carole,

Here is my best guess on the number of kids coming to school hungry:

I don't have the 2003/04 figures for the daily average of kids attending breakfast/nutrition support programs, although I will be asking for that info towards the end of the school year! So if you need the number right away, then last year's would be a reasonable approximation - **1,736 being fed at the 34 schools** where there were programs last year. Two schools fell by the wayside this year (had only small numbers attending), while two more have started up operation. Of course the difficulty in trying to get an accurate number, even with schools with breakfast programs is that we really don't know for sure if we're getting all of the hungry kids (probably we're not) & we don't

know how many might be there for other reasons - social, nowhere else to go, etc.
If you were to go on the assumption that the figure of 1,736 would be representative of the proportion of kids who would attend programs if there was one in every school, then the number would be approximately 8,772. However, I think that would probably be on the high side, as many of the schools in communities where there is the highest concentration of lower income families already have programs. According to the figures released earlier this year, the number of NS kids living in families who have incomes below the povery line is still almost one in five, which would translate into just over 11,000 of our students. **So it would be reasonable to assume that as many as 8,700 of our students may be hungry or at least somewhat undernourished** on any **given day.**

Based on the 1,736 figure, I expect that a more accurate estimate could be made using our demographic figures, but it would still be only a better guess, as we are lacking a definitive user profile!

Janice

-----Original Message-----
From: White, Judy
Sent: Wednesday, May 05, 2004 7:59 PM
To: Silver, Janice
Subject: Hungry Children

> Hi Janice,
>
> Can you give me an estimate of how many children come to school hungry each day?
> Without breakfast.
> Carole needs this for legislature.
> How many do we serve breakfast?
>
> Thanks
>
> Judy

Halifax Regional
School Board

CODE: F.001
Community Relations

USE OF BOARD FACILITIES

POLICY

1.0 The Halifax Regional School Board will encourage and support the use of its facilities outside of normal instructional hours, including weekends and holidays, provided facilities are used on a cost recovery basis.

USE OF BOARD FACILITIES

PROCEDURES

The following procedures will apply to all school bookings

1.0 BOOKING

1.1 All activities utilizing a school outside regular school hours must be booked through the central booking secretary.

1.2 All remaining days outside the 195 school days: weekends, holidays, school breaks, and summer must be booked through the central booking secretary.

1.3 Schools should provide the Central Booking Office with a calendar of known scheduled events requiring after-hour use of facilities for the up-coming year by June 1.

1.4 Fourteen days notice is required from schools for the cancellations of previously booked activities due to unscheduled school use.

1.5 Applications for use of the school must be renewed each year.

1.6 Application deadline for summer facility usage shall be May 1. Approval of application will be based on maintenance requirements.

1.7 There shall be no third party sub-leases of Board facilities.

1.8 Alcohol for special events may be permitted, provided written authorization is obtained from the Board and the necessary license is obtained.

1.9 Churches may book schools for church services throughout the entire year.

2.0 FEES

2.1 Fees for the use of school facilities shall be in accordance with the fee schedule.

2.1.1 All invoices for school rental must be paid within thirty days. Overdue accounts will be charged a 10% interest rate. Overdue accounts will have no further use of facilities until balance is paid.

3.0 RULES AND RESPONSIBILITIES OF APPLICANTS

3.1 All activities will end at 10:00 p.m. unless previously arranged.

3.2 Adult supervision of all activities must be fully assumed by the organization authorized to use the facilities.

3.3 The applicant is responsible to reimburse the School Board for any damage arising from the applicant's use of the facilities.

3.4 Smoking and illegal drugs are not permitted in school buildings or on school property.

3.5 Groups and/or individuals using the Board facilities shall confine their activities to the area(s) designated and the associated corridors, entrances and washrooms.

3.6 When circumstances dictate, the Board shall require that groups booking the school shall pay for pre-determined security needs. The fee will be in addition to the rental charge.

3.7 A minimum of 48 hours cancellation notice is required. If notification is not received you may be charged for the use of the facility.

4.0 CANCELLATIONS

4.1 If the school is closed during the day due to inclement weather, all evening activities held in the school shall be assumed cancelled.

4.2 All evening activities will be cancelled on the Province-wide in-service day.

4.3 Facilities will be made available on a limited basis for day use during Christmas holidays, March break and summer holidays. Availability will be pre-determined on an as-needed basis by the Halifax Regional School Board. Weekend rates will apply outside regular custodian hours for these holidays.

5.0 HOURLY RATES

FACILITY	YOUTH (19 & under)	ADULT ORGANIZATION	PRIVATE SECTOR
Classroom	$2.50	$10.00	$15.00
Cafeteria (meeting)	$5.00	$10.00	$20.00
Cafeteria (food & beverage)	$10.00	$20.00	$40.00
Gymnasium	$5.00	$25.00	$50.00
Audio Visual	$25.00	$25.00	$50.00
Auditorium	$100.00	$100.00	$150.00

WEEKEND RATES

All Rooms except Auditorium	$35.00/hour, minimum 4 hours (includes custodial services)
Auditorium	$100.00/hour, minimum 4 hours plus applicable custodial services

Standing Committee on Human Resources
Meeting with the Halifax Regional School Board
May 4, 2004

Follow Up Question from Mr. John Chataway:

Mr. Chataway requested information on the costs incurred* by the HRSB to make schools available for community use.

There are three categories of expenditures incurred for community rentals:

1. **Door/Hall Monitors** - in many schools, the Board employs door/hall monitors to provide security and control on evenings and weekends, especially in buildings with multiple community groups using the building. The cost for monitors in 2003-04 was budgeted at about $177,000.

2. **Caretaker/Custodial Overtime** - community use does occur at times when the regularly scheduled custodial staff are not in the building. Therefore, overtime costs are incurred to bring custodial staff in to work during and after community use to ensure the school is clean and ready for use on the next school day. These overtime costs were budgeted at about $227,000 in 2003-04.

3. **Administration** - Administrative staff are employed to handle all the booking/scheduling, hiring and pay administration for door/hall monitors, assisting in scheduling custodial overtime, and other tasks associated with the efficient management of community and school use of HRSB buildings during non-school hours. These administrative costs were budgeted at about $131,000 in 2003-04.

* It is recommended that the Committee request additional information from the Department of Education/Scotia Learning regarding the total cost of facilities use, including depreciation costs and standards for calculating utilities costs.

Halifax Regional
School Board

Special Education Report
to the Halifax Regional School Board

November 4, 2003

Halifax Regional
School Board

Office of the Superintendent

November 4, 2003

I am pleased to bring this report on Special Education to the Members of the Halifax Regional School Board. It has been prepared in response to a motion put forward at the regular meeting of the Board, held 26 August 2003:

> *Whereas the Halifax Regional School Board has supported Special Education above and beyond what the board receives from the provincial funding, and whereas the demand for Special Education continues to increase year after year; and whereas, dollars continue to be very limited and the Board recognizes the importance of Strategic Planning; be it resolved that we have a report from staff on the needs-analysis and gaps regarding the current delivery of programs in this area.*

Staff have used the 2003-04 operating budget, and information gathered during the 2002-03 school year, to describe the Special Education and Student Services provided to students of the Halifax Regional School Board. I am confident the document will play an important role in preparing Board Members for Business Planning discussions during this 2003-2004 school year.

In my *Blueprint for Improvement (February 2003)* I wrote that we need to revisit our dialogue about the best way to meet the special needs of students within the parameters of our current mandate, as set by Board policies and by the Department of Education. I believe this report to be an excellent springboard for reviewing the Board's approach to the delivery of special education services – Next Step 3 in my *Blueprint*.

Regards,

Carole Olsen, Superintendent

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Section One: **Overview**

This report was compiled at the request of Members of Halifax Regional School Board (HRSB) to document special education services offered to students in the board, and to identify the funding for these services. It describes how the board is managing its commitments for special education in the 2003-04 school year. Board Members can use this information to get a clear picture of how funds are being spent, and to inform their decision-making for the 2004-05 budget.

The report was prepared by Iris Peet, Coordinator, Program and Student Services, for presentation to the Committee of the Whole by Lorraine Cooke, Executive Director, Program. The information was drawn from existing provincial and board sources, including the following:

- the board budget for 2003-04
- other financial information provided by Dan Walsh, Manager, Budgeting, and Terri Thompson, Coordinator, Financial Planning and Control
- data collected from schools during the 2002-03 school year by the board at the request of the Department of Education, identifying services provided to students in a variety of disciplines, such as psychology and speech pathology
- data provided by the Department of Education in Spring 2003, showing the gap between the minimum recommended ratios for professional services and the current full-time equivalent (FTE) staffing in these areas for all boards in the province.

Context for Special Education

In the planning and delivery of special education, the board is guided by legislation, provincial policy, and special education documents, including the following documents (described below):

- *Canadian Charter of Rights and Freedoms*, 1982
- *Education Act and Regulations*, 1995-96
- *Special Education Policy Manual*, 1996
- *Challenge for Excellence*, 1999
- *Report of the Special Education Implementation Review Committee* (SEIRC), 2001
- *Learning for Life, Planning for Student Success*, 2002-03
- *Supporting Student Success: Resource Programming and Services*, 2002.

Canadian Charter of Rights and Freedoms

Section 15 of the Charter of Rights and Freedoms guarantees "equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability."

Education Act and Regulations

Education in the Province of Nova Scotia is governed by the Education Act and the Regulations Under the Act. Parameters for special education are addressed or implied in the following sections:

- Section 64: General Responsibilities and Powers of School Boards
- Section 26: Teachers
- Section 25: Parents.

(See Appendix 1 for relevant excerpts.)

Special Education Policy Manual

In January 1996, the Nova Scotia Department of Education and Culture published *The Special Education Policy Manual,* which set the standard for special education in the Province of Nova Scotia. The manual was based on the Statement of Principles shown in Figure 1.

The Policy Manual contains twenty-one policies divided into three sections:

- Section 1: Student Services and Supports
- Section 2: Programming
- Section 3: Partnerships.

(See Appendix 2 for the 21 policies.)

Policy 1.3 provides direction on the funding provided to school boards, which includes general funding based on the total school population in each board, plus a grant based on the total school population in each board. The purpose of the grant is to **"assist with the costs of programming and services for students with special needs."** Special needs are defined to include: cognitive impairments, emotional impairments, hearing disabilities, physical disabilities and/or health impairments, speech impairments and/or communication disorders, sensory impairments (vision/hearing), multiple disabilities, and giftedness.

Policy 1.8 requires that each school board "develop and maintain a written policy and procedures to ensure programming and services are designed for students with special needs." The Halifax Regional School Board published a revised special education policy in June 2001, and revised procedures in January 2002. (See Appendix 4 and Appendix 5.)

Section 2 of the *Special Education Policy Manual* provides the framework for programming for students with special needs. This includes the program planning process (Policy 2.2), Individual Program Plan (IPP) development (Policy 2.6), and transition planning (Policy 2.7).

Section 3 of the *Special Education Policy Manual* outlines the collaboration required to serve students with special needs, beginning with home-school collaboration around educational programs, and including interdepartmental and interagency collaborative efforts.

Figure 1. **Statement of Principles for Special Education in Nova Scotia**[1]

Right to an Appropriate Education

A right to an appropriate education means the fundamental educational human right of every individual to have their unique learning needs responded to on an individual basis.

Right to Quality Education and Qualified Teachers

All students have a right to be taught by licensed, qualified teachers who are responsible for ensuring that the objectives of the program match, as much as possible, student strengths and needs.

Inclusive Schooling

"An inclusive school is a school where every child is respected as part of the school community, and where each child is encouraged to learn and achieve as much as possible...a place where all children could learn and where differences are cherished for the richness that they bring" (from Appendix iv: Statement on Integration of *The Working Forum on Inclusive Schools, Creating Schools for All Our Students: What 12 Schools Have to* Say, CEC, 1994).The goal of inclusive schooling is to facilitate the membership, participation and learning of all students in school programs and activities. The support services that are designed to meet students' diverse educational needs should be coordinated within the neighbourhood school and, to the extent possible, within grade level/subject area classrooms.

Teachers Responsibility

Teachers are responsible for all students who are placed under their supervision and care. This includes responsibility for safety and well-being, as well as program planning, implementation and evaluation.

Parental Involvement

Parents have an obligation and a responsibility to be an integral part of their child's education and should be involved in program planning from the outset.

All students are expected to achieve the common essential learnings as stated in Public School Programs, 1993-95 to the best of their individual abilities. Within the broad outcome areas, each student's goals will reflect the diversity of their individual strengths and needs.

Individual Program Plan and Accountability

For some students, Individual Program Plans are necessary (Policy 2.2). The development and implementation of Individual Program Plans (IPPs) strengthens student/teacher accountability. Students work toward goals outlined in the IPP and this forms the foundation for the evaluation of student outcomes. The evaluation of outcomes is a component used in measuring school success; however, many other variables will need to be considered.

Collaboration

Collaboration and consultation is essential in supporting students with special needs to ensure a coordinated and consistent approach to program planning and service delivery.

---

[1] *Special Education Policy Manual*, NS Department of Education, January 1996, pages 13-14.

Challenge for Excellence

In 1999, the Department of Education published a resource guide for enrichment and gifted education, called *Challenge for Excellence*. HRSB is now entering Year 4 of the implementation of this document. In Year 1, the document was reviewed with all school principals. Since that time a number of schools have applied for, and been granted, banked days to plan and implement programs or activities related to enriching the curriculum for students. To date, a total of 19 schools have completed extensive projects on Enrichment Clusters, Curriculum Compacting, Mentoring, and Differentiation. A current pilot project for gifted students is "Supporting the Gifts and Talents of All Students," funded by a *Learning for Life* grant. *Learning for Life* is described later in this section and in Section Two of this report.

Report of the Special Education Implementation Review Committee (SEIRC)

In 2000, the Minister of Education established the Special Education Implementation Review Committee (SEIRC) to do the following: report on the current status of special education policy implementation; identify challenges that publicly funded schools face in providing special education in Nova Scotia; and develop recommendations to address those challenges. The Coordinator of Student Services, Halifax Regional School Board, sat on this committee in her capacity as a member of the provincial Special Education Programs and Services (SEPS) committee.

In June 2001, the committee submitted a report to the Minister of Education containing 34 recommendations. (See Appendix 3 for the Executive Summary.) The report identified the need for an immediate injection of $20 million provincially in the 2002-03 fiscal year, targeted to provide a base level of core services and appropriate service ratios to meet the demand for special education. In response, through the Learning for Life initiative, the Department of Education announced that it will invest more than $35 million over three years to reduce class sizes, hire more core service professionals, purchase more assistive technologies, and fund pilot projects and professional development.

Learning for Life, Planning for Student Success

In 2002, the Department of Education released a multi-year action plan to build on its special education initiatives and address the SEIRC recommendations. The plan, *Learning for Life, Planning for Student Success,* earmarked $17.4 million in funding over three years for professionals, assistive technology, and individualized support for students with special needs. Figure 2 shows details of the funding.

Figure 2. **Targeted Funding Through *Learning for Life***

HRSB Allocation[2]		*Total Allocation Province-wide*[3]			
2003-04		**2003-04**	**2004-05**	**2005-06**	**TOTAL**
$350,500	◄ Pilots ►	$1.0 M	$2.0 M	$3.0 M	$6.0 M
$290,300	◄ Professionals ►	$0.8 M	$2.0 M	$3.2 M	$6.0 M
$484,900	◄ Reading Recovery™ ►	$0.67 M	$1.67 M	$3.2 M	$4.3 M
-	◄ Assistive Technology ►	$0.05 M	$0.35 M	$0.65 M	$1.1 M
$1,125,700	**◄ TOTAL ►**	**$2.5 M**	**$6.0 M**	**$8.9 M**	**$17.4 M**

Supporting Student Success: Resource Programming and Services

Also in 2002, the Department of Education published *Supporting Student Success: Resource Programming and Services*. This document is "intended to provide direction to school boards on the role of resource teachers and their expected competencies to assist them in the development of related policy and procedures" (page vii).

The document focuses on two ways to deliver services:

- co-teaching, where a classroom/subject area teacher and a resource teacher work together in the same setting to provide instruction to students in one or more co-teaching formats; and
- providing support in a resource setting.

To help with the implementation of this document, the Department of Education provided a two-day training session in Spring 2003 for a leadership team nominated by board staff. This leadership team is currently providing in-service training to staff selected by the school principal from every school in the board. The sessions will be completed by December 2003 and the cost has been fully covered by the Department of Education through Special Education Implementation Funding.

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[2] To see how these funds have been allocated, refer to Figure 3A on page 11 of this report.

[3] Source: *Learning for Life, Planning for Student Success*, NS Department of Education, p. 19

Section Two: **Budgeting for Special Education**

For the 2003-04 school year the Halifax Regional School Board has budgeted $34,247,000 for special education. Figures 3A and 3B show the special education portion of the board budget. The budget lines are grouped into two categories:

- Program – for staffing that falls primarily under the jurisdiction of the Program department
- School Administration – for staffing that falls primarily under the jurisdiction of the School Administration department.

Sources of Funding

Special education funding comes from three sources:

- General Fund, derived from global grants from the Department of Education
- Supplementary Funds from the municipalities, including:
  - Halifax Supplementary Funding
  - Dartmouth Supplementary Funding
  - County/Bedford Supplementary Funding
- targeted funding from the Department of Education, including Learning for Life funds.

Each line item identifies a staff function. These are described in more detail throughout this section.

Figure 3A. **Special Education Budget, 2003-04**

	General Fund		Supplementary Funds		Learning for Life	
PROGRAM **Student Services – Special Education**	FTE	$	FTE	$	FTE	$
Psychologists	16.0	884,300				
Speech Language Pathologists	17.8	1,074,700			3.0	101,300
Severe Learning Disabilities Specialists *(1)*	15.7	914,800				
Regional Specialists	4.5	306,900				
Social Workers *(2)*			6.0	385,400		
	54.0	3,180,700	6.0	385,400	3.0	101,300
Benefits		245,200		28,900		7,600
Sub-total Salary & Benefits		3,425,900		414,300		108,900
Total Non-Salary & Benefits *(3)*		557,500		20,000		
Total Student Svcs. Special Education	**54.0**	**3,983,400**	**6.0**	**434,300**	**3.0**	**108,900**
SCHOOL ADMINISTRATION **Student Services – Special Education**						
Resource Teachers *(4)*	151.1	8,671,700	51.9	2,925,100		
Learning Centre Teachers	85.0	4,879,100			5.0	168,700
Educational Program Assistants *(5)*	449.1	12,892,000	44.0	1,225,600		
	685.2	26,442,800	95.9	4,150,700	5.0	168,700
Benefits		3,795,800		451,100		12,700
Sub-total Salary & Benefits		30,238,600		4,601,800		181,400
Total Non-Salary & Benefits *(6)*		25,000				
Total Student Svcs. Special Education	**685.2**	**30,263,600**	**95.9**	**4,601,800**	**5.0**	**181,400**
TOTAL SPECIAL EDUCATION	**739.2**	**34,247,000**	**101.9**	**5,036,100**	**8.0**	**290,300**

Notes:

(1) The Severe Learning Disability program includes $461,600 in funding which, although part of the General Fund from the province, is actually targeted for SLD.

(2) Social workers are funded through Supplementary Funding. For details see Figure 3B.

(3) The $20,000 under Supplementary Funding is the funding for the Therapeutic Swim program in Halifax.

(4) (5) For Supplementary Funding Details, see Figure 3B.

(6) Travel for itinerant teachers.

Figure 3B. **Special Education Budget – Supplementary Funding Detail, 2003-04**

	Halifax		Dartmouth		County/Bedford		Total	
Student Services – Special Education	FTE	$	FTE	$	FTE	$	FTE	$
Social Workers	4.0	258,600	2.0	126,800			6.0	385,400
Teachers	26.0	1,516,500	9.7	551,200	16.2	857,400	51.9	2,925,100
Educational Program Assistants	30.0	835,000	13.0	362,700	1.0	27,900	44.0	1,225,600
	60.0	2,610,100	24.7	1,040,700	17.2	885,300	101.9	4,536,100
Benefits		278,000		109,000		93,000		480,000
Sub-total Salary & Benefits		2,888,100		1,149,700		978,300		5,016,100
Total Non-Salary & Benefits								
Total Student Svcs. Special Education	**60.0**	**2,888,100**		**1,149,700**		**978,300**		**5,016,100**

Program – Student Services – Special Education

The board employs 54 full-time equivalent teachers/specialists who are available to serve students across the entire board on a referral basis. These positions, which are funded through the General Fund under Program staffing, include:

- Psychologists
- Speech Language Pathologists
- Severe Learning Disabilities Specialists
- Regional Specialists.

Secretarial support and office space for these staff are provided in site offices located primarily in schools throughout the board. Psychologists, Speech Language Pathologists, social workers, and other specialist staff are assigned to a site in relative proximity to the schools they serve. Day-to-day supervision is provided by the principal of the school. A Student Services Facilitator is assigned as a liaison between the staff and the Student Services Regional office. A budget, approved by the board, covers the costs for consumable materials, such as test protocols and other supplies and materials required by the staff. Large purchases (for example, when tests are revised and the current supply becomes obsolete) require a separate request to the board.

Psychologists

16 FTE General Fund

The Halifax Regional School Board employs psychologists, registered in Psychology with the Nova Scotia Board of Examiners, who offer service to every school within the board. Service is based on referral and requires parental consent. Referrals are accepted through the school planning team.

Psychologists provide specialized knowledge and skills in the areas of assessment, behavioural programming, short-term counselling, and consultation in relation to curriculum and social outcomes for students. Psychologists also provide leadership, under the direction of the school principal, in times of school-based crisis or tragic events.

Speech Language Pathologists (SLPs)

17.8 FTE General Fund

The Halifax Regional School Board employs Speech Language Pathologists (SLPs) with full membership to the Canadian Association of Speech Language Pathologists and Audiologists (CASLPA). Service is offered to every school in the board on a referral basis with parental consent. Referrals are accepted through the school planning team process outlined in the procedures for the Special Education Policy of the board.

SLPs provide specialized knowledge and skills in the areas of communication development and difficulties and how these impact on curriculum and social outcomes for students. Services to students may include assessment, direct therapy, as well as activities and techniques which contribute to school programs (as part of a student's IPP) and home programs.

Severe Learning Disabilities (SLD) Specialists

15.7 FTE General Fund

Before 1996, $1.3 million in funding was available through the Atlantic Provinces Special Education Authority (APSEA) to provide private school tuition for students with Severe Learning Disabilities. As of 1996 these funds were made available to school boards to help them provide specialists within the board. The funds are designated and overseen by a provincial committee. Each board was required to set up a committee to determine the delivery model, and to report to the Department of Education annually on its use of the funds, the pre- and post-test results of the students, as well as some demographic information. Changes to the program delivery model must also be reported to the Department of Education.

Referrals are accepted in April of each year for students entering Grades 4 to12 the following year. Each family of schools has one itinerant teacher serving a maximum of ten students in five schools. The one exception is for the Duncan MacMillan/Musquodoboit families of schools, which share a teacher who serves a maximum of ten students. The SLD program also has funding for 0.5 of a psychologist to conduct assessments required by the program (after acceptance), as well as short-term counselling and referrals to outside agencies.

Regional Specialists

4.5 FTE General Fund

The Regional Specialists include:

- 2 *Assistive Technology Specialists*
  These specialists support the school team by providing assessment and specialized knowledge and skills in the area of assistive/adaptive devices and services, and professional development for both professional and paraprofessional staff. Service is obtained through a referral process which has been communicated to the schools. The specialists maintain a loan library and inventory of equipment and materials for student trial and staff professional development.
- 1.5 *Regional Behaviour Specialists*
  These specialists support the school team by providing specialized knowledge and skills in the development, implementation and evaluation of non-aversive behaviour programming for individual students. Service may include functional assessment, program development and, in some cases, modelling to show teachers appropriate responses to student behaviour. Referrals may be made to outside agencies. The Regional Behaviour Specialists are also certified trainers in Non-Violent Crisis Intervention and provide certification to both professional and paraprofessional staff on a rotational basis.
- 1.0 *Autism Specialist*
  This specialist supports the school team by providing specialized knowledge and skills in the area of assessment and programming for students with a diagnosis of autistic spectrum disorder. Service is obtained through a referral process which has been communicated to the schools. The Regional Autism Specialist provides professional development opportunities for both professional and paraprofessional staff. Considerable collaboration is involved with both the autism team at the IWK Hospital, as well as the Early Identification Intervention Services (EIIS) transition coordinator (for identified students in the first year of school).

School Administration – Student Services – Special Education

Under School Administration – Student Services – Special Education, the General Fund provides funding for 685.2 full-time equivalent positions. These positions include:

- Resource Teachers
- Learning Centre Teachers
- Educational Program Assistants (EPAs).

Supplementary funds provide an additional 95.9 full-time equivalent positions for:

- Resource Teachers
- Specialized Learning Centres
- Behaviour Specialists
- Music and Swim Programs
- Educational Program Assistants.

Resource Teachers

151.1 FTE General Fund
10.2 FTE Halifax Supplementary Funding
5.7 FTE Dartmouth Supplementary Funding
16.2 FTE County/Bedford Supplementary Funding

The role of resource teachers is described in the provincial document *Supporting Student Success: Resource Programming and Services* (NS Department of Education, 2002). Resource teachers are assigned to schools according to a ratio approved by the school board:

- Elementary – 1 resource teacher for every 300 students
- Junior High – 1 resource teacher for every 350 students
- Senior High – 1 resource teacher for every high school.

Learning Centre Teachers

85 FTE General Fund
5 FTE Learning For Life*

In addition to resource support, some schools are allocated Learning Centre support. This support is designed to help students who need more intensive support than is currently possible through the resource program. Learning Centre support is reviewed annually and assigned based on the school profile. Assignment is based on a 0.5 or 1.0 FTE allocation.

* Learning for Life is described on page 18.

Educational Program Assistants (EPAs)

449.1 FTE General Fund
30.0 FTE Halifax Supplementary Funding
13.0 FTE Dartmouth Supplementary Funding
1.0 FTE County/Bedford Supplementary Funding (Central Allocation)
4.2 FTE County/Bedford Supplementary Funding (Family Allocation)**

Educational Program Assistants (EPA) are allocated annually to schools after a careful review of the needs of each school within the board. EPAs are assigned to schools based on the total number of students requiring support in a particular school. This is considered a school-based staffing allocation, which is then scheduled by the school principal. Throughout the year, as changes arise to the number of students on which the total allocation was based, staff will be reassigned to meet the needs of the students. All reassignments are handled by the Human Resource Services Department, according to the CUPE agreement.

** The 4.2 FTE results from family-based decision-making, and so it is not reflected in the approved Special Education budget.

Enhanced Service through Supplementary Funding

The Supplementary Fund augments and enhances programs and services, and provides students with improved opportunities for learning. In the area of resource staffing, it allows principals to attract and keep resource staff in full-time positions by augmenting the staffing allocation achieved through staffing ratios. In addition, some positions, such as social workers, are funded totally through Supplementary Funding. For this reason, social workers are currently available only in Halifax and Dartmouth Supplementary-funded schools.

Social Workers

4 FTE Halifax Supplementary Funding
2 FTE Dartmouth Supplementary Funding

The Halifax Regional School Board employs 6.0 full-time equivalent social workers who have a Master's Degree in Social Work and who are eligible for registration with the NS Association of Social Workers. The school social worker provides professional support to school personnel, students and their families in a way that maximizes student learning. As part of the school team they collaborate with school staff to respond to the needs of students who are experiencing personal, family, or social difficulties. School social workers maintain close contact with agencies, residential facilities and professionals serving the students who reside in their area of responsibility.

Behavioural Services for P–6

7 FTE Halifax Supplementary Funding
2 FTE Dartmouth Supplementary Funding

The following behavioural services receive supplementary funding to provide for behaviour specialists/teachers for students who require behavioural programming as part of their IPP. These children will have an IPP with outcomes related to behaviour. The role of the behaviour specialist/teacher is to provide support in the development and implementation of the behaviour plan.

Family of Schools	Service	Source of Funding	FTE	Grades
Queen Elizabeth *and* St. Patrick's	• Behaviour Specialist	Halifax Supplementary Funding (Family Allocation)	1	P-6
	• Inglis Street School Child Development Class	Halifax Supplementary Funding (Central Allocation)	1	4-6
	• St. Joseph's-A. MacKay Child Development Class	Halifax Supplementary Funding (Central Allocation)	1	P-3
Halifax West *and* J.L. Ilsley	• Child Development Support Team	2 FTE from Central Allocation and 2 FTE from the Family Allocation	4	P-6
Prince Andrew	• Behaviour specialist	Dartmouth Supplementary Funding	1	P-6
Dartmouth HS	• Shannon Park School Child Development Class	Dartmouth Supplementary Fund	1	P-6

Specialized Learning Centres

8 FTE Halifax Supplementary Funding
2 FTE Dartmouth Supplementary Funding

A Specialized Learning Centre is a learning centre that is funded entirely through supplementary funding. These were formerly referred to as "special classes" or "congregated classes." The students are often multi-challenged, requiring a very high level of care.

Specialized Learning Centres	Source of Funding	FTE	Grades
Westmount Elementary School	Halifax Supplementary Funding (Central Allocation)	2	P-6
Gorsebrook JH	Halifax Supplementary Funding (Central Allocation)	1	7-9
Queen Elizabeth HS	Halifax Supplementary Funding (Central Allocation)	2	10-12
Halifax West HS	Halifax Supplementary Funding (Central Allocation)	1	10-12
St. Patrick's HS	Halifax Supplementary Funding (Central Allocation)	2	10-12
Dartmouth HS	Dartmouth Supplementary Fund	2	10-12

Other Special Support

Service	Source of Funding	FTE	Grades
Music (Itinerant) serving students who are in supplementary funded Specialized Learning Centres.	Halifax Supplementary Funding (Central Allocation)	0.4	P-12
Therapeutic Swim Program The current program can serve a maximum of 24 students in two sessions at the APSEA pool. A committee has been formed to set guidelines for accepting students into this program. The Coordinator of Student Services will provide board members with information about the use of supplementary funds to inform their decision-making on the supplementary fund budget.	Halifax Supplementary Funding (Central Allocation)	0.4	P-12
Elementary Guidance For the 2003-04 school year, two elementary guidance positions were included in the Dartmouth Supplementary Fund budget to pilot elementary Comprehensive Guidance at Shannon Park School and Ian Forsyth School. These are currently one-year positions. Information on these pilots can be provided to board members on request.	Dartmouth Supplementary Fund	2.0	P-6

Learning for Life

During the 2002-03 school year, the Department of Education released *Learning for Life, Planning for Student Success* (described on page 8 of this report). As a result of funding associated with this initiative, the Halifax Regional School Board received funding in a number of areas, including the following:

Reading Recovery™	$484,900
Special Education Pilot Projects	$350,500
Core Professional Services	$290,900

Reading Recovery™

As part of the *Learning for Life* initiative, the Department of Education promises full implementation of Reading Recovery, as needed, to all Grade 1 students in Nova Scotia by 2005. Reading Recovery targets Grade 1 students who are identified as being in the lowest 20% of their class in reading and writing achievement. It is also one of the four key components of the Active Young Readers initiative, which provides a comprehensive strategy to enhance the literacy development of students in Primary to Grade 3.

For the 2003-04 school year, the Halifax Regional School Board is implementing Reading Recovery in all schools that implemented the program in the 2002-03 school year from their resource allocation, as well as all schools considered Phase One for *Planning for Improvement.*

Special Education Pilot Projects

Each board was required to submit proposals for projects to the Department of Education for approval before the funds could be released. During the 2002-03 school year, lead principals provided schools with information about the criteria for proposal submissions. The Department received proposals from several schools, including Queen Elizabeth High School, Harrietsfield Elementary, and Oldfield/Waverley-LC Skerry. Additional proposals were developed by Student Services with a board-based perspective. Proposals were submitted to the Department of Education and revisions required by the Department of Education were incorporated into the pilots. Figure 4 outlines the approved pilot projects for 2003-04.

Figure 4. **Pilot Projects for Special Education, Funded by *Learning for Life* in 2003-04**

Project	*Funding Proposal*
Supporting the Gifts and Talents of All Students This project will provide a full-time staff person with experience and expertise in the implementation of school-wide enrichment, as outlined in the provincial document *Challenge for Excellence*. (*Challenge for Excellence* is described in Section One of this report.)	$ 57,365
Transition This project will provide a full-time staff person to work primarily with every high school in the board to ensure appropriate transition planning for students with special needs.	$ 44,875
Oral Language and Phonological Development This project was submitted by Oldfield/Waverley Memorial- LC Skerry, and intends to evaluate and remediate the students identified as requiring intense literacy skill remediation.	$ 18,687
TEACCH TEACCH (Treatment and Education of Autistic and related Communication-handicapped Children) is an individualized assessment and treatment program. This project will provide a full-time staff person trained in TEACCH methodology in three schools within the board.	$ 89,230
STARS This project, submitted by QEHS, will provide .33 FTE directed at supporting "Students at Risk", specifically those who have already experienced failure at the High School level.	$ 16,120
Discrete Trial Teaching This project will provide the support of two psychologists for schools new to using discrete trial teaching for students with special needs, primarily those with a diagnosis of autistic spectrum disorder. Staff will not work directly with students, but rather will support program development and modelling.	$101,865
Multi-modal Communication *[deferred]* A seventh pilot was submitted and approved; however, appropriate specialized staff were not available for the duration of the project. The funds will be carried over to cover staffing costs from April to July 2004.	***$ 22,450***
	$350,592

Core Professional Services

8 FTE

During the 2002-03 school year, the Department of Education conducted a gap analysis of the core professional services available in each board in the province, comparing actual staffing levels with recommended staffing levels. Figure 5 shows the results of the gap analysis for Halifax Regional School Board.

In response to this analysis, the Department of Education has provided targeted funding to HRSB to increase Learning Centres by 5 FTE teachers, and Speech Language Pathologists by 3 FTE positions. This reduced the board's gap, as identified by the Department of Education, from 13.8 Resource/Learning Centre teachers to 8.8, and reduced the gap in Speech Language Pathologists from 10.6 to 7.6.

For related information, including the average caseloads in the board and the number of students on waiting lists, see "Gap Analysis of Students Waiting for Service" on page 28 of this report.

Figure 5. **Gap Analysis for Core Professional Services***

	Resource/ Learning Centre Teachers	Speech Language Pathologists	Psychologists	Student Services Administration	
Minimum recommended ratio	1:200	1:2000	1:2500	1:7000	
FTEs to meet the ratio	283.7	28.4	22.7	8.1	
FTEs for 2002-03	269.9	17.8	15.0	4.0	
Gap identified in 2002-03	13.8	10.6	7.7	4.1	
Gap remaining after core service initiative	8.8	7.6	7.7	4.1	
Funds needed to fill the gap	$545,600	$495,520	$459,690	$307,500	**$1,808,310 TOTAL**

**Data by Board, based on a projected enrollment of 56,742 students at the time of the analysis in 2002-03. FTE positions are based on a combination of funding from the General Fund and Supplementary Funds.*

Section Three: **Other Student Services – Student Support**

In addition to the special education programs and services described in the previous section, students with special needs have access to services provided to the general student population, including guidance counsellors and tutors. These appear in the board budget under Student Services – Student Support.

Guidance Counsellors

The Public School Program describes the Comprehensive Guidance and Counselling Program as "a total component of a comprehensive school system. It is designed as a total school program with defined outcomes and benefits for all students. The program activities and services are developmental in nature and form an integral part of the educational experience from Grades primary to 12." (School Programs, page B-20)

The program covers four domains: personal, social, educational, and career. Curriculum and service components include guidance curriculum, life/career planning, professional services (counselling), and program management. In April 2003, as part of a series of documents relating to Student Services, a document entitled "Comprehensive Guidance and Counselling Program" was issued by the Department of Education. This document identifies one of the roles of the school board to be the allocation of "qualified guidance counsellor time in schools according to the provincially recommended student counsellor ratio" of **500:1 for both elementary and secondary schools**.

In May/June 2003, each secondary school within the Halifax Regional School Board was surveyed about whether they were implementing comprehensive guidance and counselling, and their training needs if they wish to implement the program. Additional training for schools is being arranged for the 2003-04 school year.

Guidance counsellors are assigned to secondary schools using the staffing ratios approved by the board. For Junior High the ratio is 1:500. P-6 schools are not assigned guidance counsellors, with a few exceptions. For example, as a result of identified needs in the communities of East Preston and North Preston, a guidance counsellor is shared between Bell Park Elementary and Nelson Whynder Elementary. Also, for the 2003-04 school year, two positions were approved as part of the Supplementary Fund budget in Dartmouth to pilot Comprehensive Guidance and Counselling at Ian Forsyth Elementary and Shannon Park Elementary.

Training for schools wishing to offer the Comprehensive Guidance and Counselling Program is provided and funded through the Student Services Division of the Department of Education. The Department of Education has a full-time Guidance Consultant to support the boards.

Tutors

The Halifax Regional School Board provides some home-based instruction for students unable to attend school for an extended period (more than three weeks). For these students, a limited number of hours of home-based tutoring can be provided by a qualified teacher. Requests are accepted by Student Services from the school. This service is not meant to replace a full school program. Correspondence courses are available in some subjects at the secondary level, and may be provided to students who are absent for a semester or full year.

In certain situations, students who are prevented from attending school for non-medical reasons may also be supported by a tutor.

Section Four: **Service Delivery**

Continuum of Service

The Halifax Regional School Board provides a continuum of service for students with a variety of intervention needs. For the vast majority of students, the interventions are minor and occur as part of the regularly prescribed program. These students are able to meet and often exceed the outcomes of the provincially approved curriculum. A relatively small percentage of students require some planned strategies or adaptations to meet or exceed the outcomes of the provincially approved curriculum. For an even smaller percentage of students – typically 3% provincially – an individualized program plan will be required, based on the student's strengths and needs.

Figure 6 shows the continuum of service for students with minor, moderate and extensive needs.

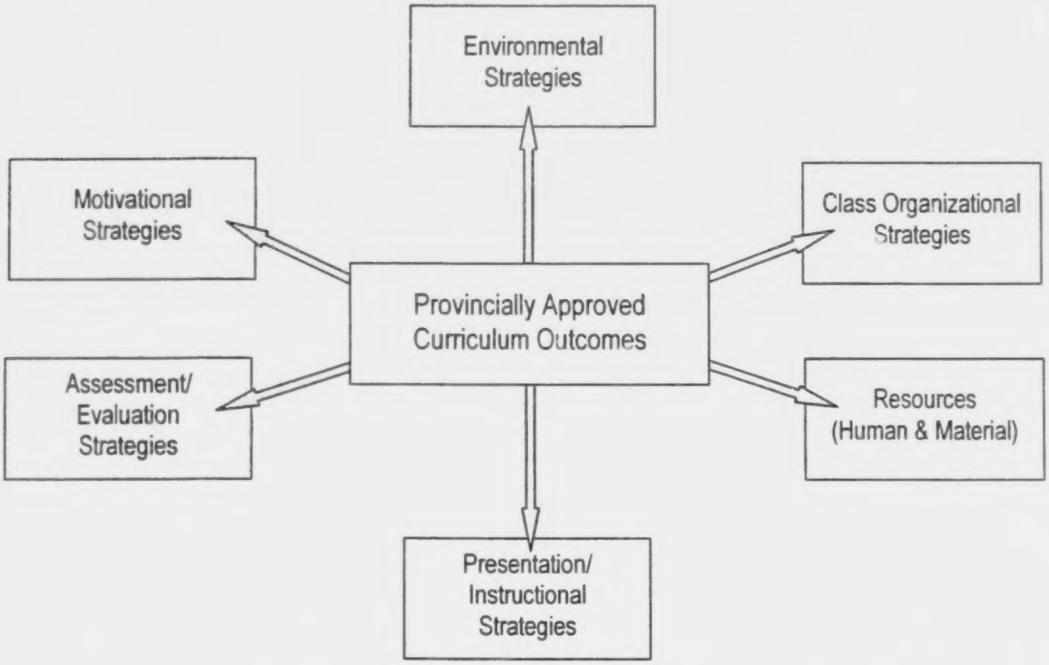
Figure 6. **Continuum of Service for Students with Minor, Moderate and Extensive Needs**

	Minor Needs	Moderate Needs	Extensive Needs
Programming	Student's needs are addressed in the regular classroom program. Interventions are minor. Most students are served in this way.	Student remains in the regular program with planned strategies or adaptations to enable the student to succeed in the program.	Individualized Program Plan is required to meet the student's special needs.
Staff Supports	Normal support by classroom teacher(s).	Teacher(s) plan specific strategies to help the student. Collaboration with other professionals and/or a program planning team may be required.	Program Planning Team collaboratively plans, implements and evaluates the Individual Program Plan.
Expected Outcomes	Student is expected to achieve the outcomes of the provincially approved curriculum.	Changes are required in instructional strategies and/or evaluation methods and/or support services, but the outcomes of the provincially approved curriculum are maintained. Changes are documented in a cumulative file. Parents are informed.	Outcomes of the provincially approved curriculum must be changed to meet student needs. Written IPP includes annual and specific individualized outcomes. Signatures of parents/ guardian indicate agreement on the IPP.

Adaptive Strategies for Students with Moderate Needs

For students with moderate needs, *adaptations* may be planned in a number of areas, including those shown in Figure 7.

Figure 7. **Adaptations for Students with Moderate Needs (involving no changes to the provincially approved curriculum outcomes)**[4]


Environmental Strategies
Motivational Strategies
Class Organizational Strategies
Provincially Approved Curriculum Outcomes
Assessment/ Evaluation Strategies
Resources (Human & Material)
Presentation/ Instructional Strategies

▶ *Class Organizational strategies*

Class organization strategies involve more than consideration of the physical arrangement of classroom space, although that is one aspect. They also include the ways in which students work with each other and with teachers in order to achieve the curriculum outcomes. For example, strategies might include cooperative learning groups, peer tutoring, or flexible grouping.

▶ *Resources (Human and Material)*

Resource-based learning focuses on the abundance of learning opportunities that exist beyond a course textbook. Some students have difficulties with reading and/or writing and need planned strategies to address these difficulties; however, **this should not prevent them from accessing the curriculum**. Print, particularly the textbook, is not the only source of information. There are other resources available in most schools and/or communities that appeal to a wide variety of learning needs.

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[4] Source: *Supporting Student Success: Resource Programming and Services* (NS Department of Education, 2002). The descriptions of the strategies following the figure are also from this document.

In addition to material resources, human resources (such as behavioural specialists, EPAs, tutors, and others) can also provide support for students with moderate learning needs. Such supports should be "only as special as necessary" to enable the student to succeed.

► *Presentation/Instructional Strategies*

Providing different presentation strategies involves making decisions about how to communicate new knowledge, skills, understandings, and/or desired behaviours to students. A teacher's knowledge of students' strengths, needs, interests, abilities and learning styles contributes significantly in choosing appropriate strategies. Examples of differentiation in presentation/instruction include offering different assignments, adjusting pace, and providing study guides.

► *Assessment/Evaluation Strategies*

Assessment and evaluation should reflect the student's achievement of outcomes. Providing different forms of assessment/evaluation does not change the outcomes for students with moderate needs, but rather provides options for students to demonstrate what they know and are able to do. Examples include oral testing instead of (or in addition to) written testing, or extended time to complete a task.

► *Motivational Strategies*

Interactions between a teacher and his or her students can be planned to facilitate learning. The student's degree of commitment to the learning process and the maintenance of a positive learning climate in the classroom should be part of instructional planning. A proactive approach can prevent many difficulties and can facilitate behavioural programming for individual students, should it be needed. Examples of motivational strategies include feedback and reinforcement.

► *Environmental Strategies*

Learning in life occurs in a wide range of environments. There are many environments, both within the school and outside, that can facilitate effective learning. Exploring various locations and adapting the physical aspects of the learning environment can accommodate a variety of learning needs and preferences. Examples of environmental strategies in the classroom might include specific seating arrangements, an organized storage space, or variable lighting controls.

Individualized Programming for Students with Extensive Needs

Students with *extensive needs* require individualized programming. While approximately 3% of the board's students require IPPs, the vast majority of this support is provided by the classroom teacher with the support of the Resource/Learning Centre teacher. More intensive support from Resource/Learning Centre teachers is required by about half of these students.

Behavioural Support

Supporting students with varying degrees of behavioural challenge is a major issue for school staff. A range of supports, from the classroom teacher to Regional Behaviour Specialists, is available within the board.

Every teacher uses behavioural strategies in the classroom. It is not uncommon for teachers to plan interventions for individual students within the classroom. When a teacher requires support to plan the interventions, other teachers or support staff would generally make suggestions for intervention through the school team process. If it becomes necessary to develop a more detailed plan to deal with more serious behaviours, the school team will make a referral to the school psychologist.

When such a referral is made and the school receives parental permission, the school psychologist will observe the student, document the behaviour(s) and frequency, and develop a more detailed plan. This plan will be documented so that all staff who work with the student will be aware of and be able to implement the plan.

In some cases, the school psychologist may not have the time to monitor the implementation of a long-term plan. When necessary, other behaviour specialists are available for these long-term cases.

Through Supplementary Funding, Halifax West, J.L. Ilsley, Queen Elizabeth, St. Patrick's, Dartmouth, and the Prince Andrew families of schools have family-of-school-based supports. These take a variety of forms depending on the needs and wishes of the family of schools. Each family of schools in this group is given one professional and one paraprofessional from the Central Allocation. In some cases the family of schools uses part of its Family Allocation to supplement the support. Three families of schools – Queen Elizabeth, St. Patrick's and Dartmouth High School – have an elementary class for the short-term placement of students. The Prince Andrew family has a full-time behaviour specialist working on an itinerant basis with elementary schools within the family. Queen Elizabeth and St. Patrick's share a position for itinerant specialist support.

The support team for the Halifax West/ J.L. Ilsley families includes a behaviour specialist, teachers, and Educational Program Assistants. Figure 8 provides statistical data related to the services they have provided.

Figure 8. **Child Development Support Team (CDST) Statistics**

2000-2001	2001-2002	2002-2003	2003-2004
• 20 students • 1 classroom program	• 33 new students • 11 previous students • 9 classroom programs	• 32 students – individual or small-group strategies • 24 students – individual behaviour IPPs	• 8 consultations • 7 classroom programs (management plans & consultations) • 30 previous students

The board employs 1.5 Regional Behaviour Specialists. During the 2002-03 school year, the Regional Behaviour Specialists handled 54 referrals, including:

- 33 students who were discontinued during or at the end of the school year, with a referral back to the school planning team for ongoing support from the school psychologist
- 5 students who were referred to a Family Specialist
- 16 students who continued on the Regional caseload.

Students Served in 2002-03

Figure 9 shows the number of students in the board who received moderate to extensive adaptations and supports in 2002-03. The number of IPPs reported (representing students with extensive needs) was 3.4% of the total population. Therefore, the number of students with moderate needs would be approximately 17.6% of the student population when the data was collected. At that time, approximately 1.2% of students were waiting for service from a Resource/Learning Centre teacher.

Figure 9. **Students Receiving Moderate to Extensive Adaptations and Supports in 2002-03**

	Moderate to Extensive Adaptations and Supports				Minor/Indirect Interventions
Support	***Elementary***	***Junior High***	***Senior High***	***Total***	***Total***
+50% time outside the classroom	211	118	168	497	
Resource	4785	1761	1112	7658	2494
Psychology	811	213	66	1090	650
Behaviour	110	72	4	186	93
Social Worker	397	209	104	710	271
Speech Language Pathologist	1629	99	22	1750	391
Severe Learning Disabilities	65	54	24	143	34
			Total number of students ▶	**12,034**	**3933**
			% of students ▶	21%	7%

Gap Analysis

Figure 10 shows the following: the average caseloads for Resource/Learning Centre teachers, Speech Language Pathologists, and psychologists in the board; the number of students on the waiting list; and the number of full-time equivalent staff needed to eliminate the waiting list.

Figure 10. **Gap Analysis of Students Waiting for Service**

	Resource/ Learning Centre Teachers	Speech Language Pathologists	Psychologists
FTE staff	269.9	17.8	16.0
Average caseload for direct support to students with moderate to extensive needs	30.2	121.3	112.5
Average caseload for indirect support to students	11.65	-	-
Waiting list	Elementary: 528 Junior High: 149 Senior High: 31	374	523 (approximately 3-4 per school on average)
FTE staff needed to fill the gap	**8.8**	**7.6**	**7.7**

When the data was collected in April/May 2003, 708 students were identified as waiting for service through a Resource/Learning Centre. A number of these students would have received service before the end of the school year. The gap analysis for Resource/Learning Centres, conducted by the Department of Education, identified a need for 13.8 additional FTE positions to meet the core professional service ratios targeted by the Department. Based on an average caseload of 30 students per FTE position, approximately 414 of these students could have been on an active caseload if the board had the additional 13.8 positions recommended in the Department's gap analysis.

The addition of 3 FTE Speech Language Pathologists for the 2003-04 school year should significantly reduce the waiting list. Based on the waiting list identified here, and using average caseloads, the number of students identified should receive service during the 2003-04 school year.

The gap for psychology service has not been addressed in the current budget, but will be a priority for new funding available through targeted core service funding from the Department of Education. The addition of the 7.7 positions identified in the Department's gap analysis should more than accommodate the waiting list for this service.

Section Five: **Procedures Relating to Special Education**

Appeals

Provincial Regulation 6(2) of the Education Act recognizes the obligation of the board to establish its own appeal procedure regarding the placement of students with special needs. The regulation states:

> *The obligation of a school board pursuant to subsection (1) is, in the case of the placement of a student with special needs, subject to*
> (a) *any appeal procedure established by the school board; and*
> (b) *the appeal procedure prescribed in Section (53)."*

The Halifax Regional School Board Policy 11.1 states:

> *In cases where a parent/guardian of a child with special needs does not agree with the outcomes and/or placement indicated on the individual program plan, they may request an appeal as outlined in the School Board and Ministerial Appeal Guide, Department of Education, 1999.* (See Appendix 4.)

The steps for instigating a School Board Appeal are outlined in the Procedures, Halifax Regional School Board Special Education Policy, Section 6.0. (See Appendix 5.)

Special Placements

The Education Act 64(2)(d) states that school boards shall "develop and implement educational programs for students with special needs within regular instructional settings with their peers in age." Within the Halifax Regional School Board, the neighbourhood school is the point of entry for all students.

For a small number of students who are living temporarily in a residential facility, it may not be feasible to attend the neighbourhood school, and so a protocol has been developed to accommodate these students. (See Appendix 6.)

Guidelines for Tuition Agreements

The Education Act, Section 64(3)(c) states:

> *A school board may enter into agreements, including tuition agreements, for the provision of services and benefits.*

The decision to enter into an agreement is a discretionary power of boards. In response to a request from boards, the Department of Education developed guidelines for board consideration. (See Appendix 7.) These guidelines were included in the Procedures of the Halifax Regional School Board Policy.

Requests for consideration are accepted only for students who have a developed and implemented Individual Program Plan and who are registered in and attending a school within the board. The decision of the Special Education Review Committee is provided to the parent and school in writing.

Section Six: **Collaboration with Other Agencies**

Student Services staff are involved in a number of committees, advisory boards and other groups relating to their area of expertise. Examples of committees with an interdepartmental focus are described below.

Atlantic Provinces Special Education Authority (APSEA)

Programs and services offered through APSEA are designed to support school districts in serving students who are hearing impaired, visually impaired, and deaf/blind. Currently, between 80 and 100 children are receiving service from specialists for the visually impaired. Data has not been received at this time for the specialists for the hearing impaired.

Early Identification and Intervention Services (EIIS)

EIIS is an interdepartmental project through the Children and Youth Action Committee (CAYAC). Departments and agencies that are involved include Health, Education, Community Services, Justice, and Recreation, as well as some community partners.

EIIS is an initiative for children aged 0–6 who have been diagnosed with autistic spectrum disorder (ASD). The Halifax Regional School Board has membership on the Project Leadership Team, which is the decision-making body for the Central Region project.

Currently the HRSB has one full-time staff person working as a transition facilitator for these children entering school. The project has also provided a lending library for teachers of the students in the project.

Special Education Programs and Services (SEPS)

The SEPS committee represents a number of government departments, including Health, Community Services, and Education, and includes significant involvement from groups representing students with special needs. The Halifax Regional School Board's Coordinator of Programs and Student Services currently represents the Coordinators of Student Services across the province on this committee. The SEPS committee was instrumental in the Special Education Implementation Review Committee (SEIRC), and will continue to be involved in the implementation of the recommendations.

Child and Youth Action Committee (CAYAC)

The Children and Youth Action Committee (CAYAC) includes senior officials from the Nova Scotia Departments of Education, Justice, Health, and Community Services, the NS Sport and Recreation Commission, and the NS Youth Secretariat. CAYAC promotes coordinated policy development and comprehensive service delivery to achieve better outcomes for children and youth in the province. CAYAC promotes and facilitates interdepartmental initiatives at the provincial and regional level.

Appendix 1

Selected Excerpts from

The Education Act, 1995-96

Section 64
General Responsibilities and Powers of School Boards

64(2) A School Board shall, in accordance with this Act and the regulations,

(a) make provisions for the education and instruction of all students enrolled in its schools and programs;

(d) develop and implement educational programs for students with special needs within regular instructional settings with their peers in age, in accordance with the regulations and the Minister's policies and guidelines.

Section 26
Teachers

26(1) It is the duty of a teacher in a public school to:

(c) implement teaching strategies that foster a positive learning environment aimed at helping students achieve learning outcomes;

(f) acknowledge and, to the extent reasonable, accommodate differences in learning styles;

(g) participate in individual program planning and implement individual program plans, as required for students with special needs

Section 25
Parents

25(2) Parents of students with special needs shall be afforded the opportunity to participate in the development of an individualized program for their children.

25(3) Where

(a) the parent of a child with special needs does not agree with the individualized program plan that has been developed for that child;

and

(b) the disagreement cannot be resolved by a school board appeal process,

the parent or the school board may initiate an appeal as prescribed by the regulations.

The Special Education Policy Manual

Nova Scotia Department of Education and Culture
January 1996 (amended October 1997)

Policy Statements

SECTION 1- Student Services and Supports

1.1 The Department of Education and Culture is responsible for establishing policies and guidelines regarding programming and services for students with special needs.

1.2 The Department of Education and Culture and school boards are responsible for ensuring that all new school buildings or major renovations of existing buildings provide equal access for all.

1.3 In addition to general formula funding, the Department of Education and Culture provides a grant to each school board to assist with the costs of programming and services for students with special needs.

1.4 The Department of Education and Culture monitors and reviews matters affecting the educational progress, health and comfort of students.

1.5 School boards are required to provide an appropriate education for all students who reside within their jurisdiction who are of school age.

1.6 School boards are responsible for designating administrative responsibility for special education programs and services at the superintendency or assistant superintendency level.

1.7 The Department of Education and Culture maintains a Learning Resources and Technology Division. The division can assist in the design, production, acquisition, evaluation and distribution of non-print learning resources to support programming and services for students with special needs.

1.8 Each school board shall develop and maintain a written policy and procedures to ensure that programming and services are designed for students with special needs.

SECTION 2- Programming

2.1 Each school board is required to provide appropriate programming for all students with special needs and must use allocated resources for this purpose.

2.2 Each school board is responsible for establishing a process of identification, assessment, program planning and evaluation for students with special needs.

2.3 Each school board shall establish, at the school level, program planning teams responsible for programming and monitoring.

2.4 Each school is responsible for involving and informing parents/guardians with respect to decisions regarding assessments designed for their child.

2.5 Each school board is responsible for ensuring that appropriate assessments are carried out by qualified personnel.

2.6 An individual program plan (IPP), based on the student's strengths and needs will be developed and implemented for every student for whom the provincial curriculum outcomes are not applicable and/or attainable.

2.7 Transition planning is part of the individual planning process for each student with special needs.

2.8 School boards should establish procedures for regular evaluation of programs and services for students with special needs.

2.9 Each school board is required to provide access to school records.

SECTION 3- Partnerships

3.1 Parents/guardians have a right to be involved and informed about their children's educational programs.

3.2 School boards are responsible for ensuring that the individual program planning process is collaborative in meeting students' needs.

3.3 School boards are responsible for collaborating in the development and provision of programs and services for students with special needs.

3.4 The Department of Education and Culture is responsible for actively participating in interdepartmental and interagency collaborative efforts in the design and implementation of appropriate programs and services for students with special needs.

Report of the Special Education Implementation Review Committee

Executive Summary

The Special Education Implementation Review was initiated in May 2000 by the Minister of Education to report on the current status of the implementation of the *Special Education Policy* released in 1996. A committee, which included representatives of parents, teachers, organizations representing children and youth with disabilities, school boards, universities, and government departments involved in providing services to children and youth with special needs, was established. In carrying out its mandate, the Special Education Implementation Review Committee reported on the current status of special education policy implementation, identified challenges to the provision of special education programs and services in Nova Scotia public schools, and developed recommendations to address these challenges.

The committee received background information on legislation, various special education policy documents, and relevant reports from other provinces. Presentations on specific topics such as special education funding, interagency collaboration, accountability considerations, and intensive behaviour intervention programming and strategies were incorporated into the meeting schedule between August 2000 and May 2001.

Public input was obtained through a survey questionnaire, which was made available to the general public and to other stakeholders. Respondents were asked to consider eight special education policy – related areas and to indicate what they believed to be significant improvements and difficulties in supporting children and youth with special needs since the policy was implemented in 1996 and to make suggestions for improvement. A focus group process was utilized to explore issues in more depth with parents, students, teachers, teacher assistants, school and student services administrators, school board members, and other professionals who serve students with special needs. Focus group sessions were also conducted for the Acadian and Francophone communities and for representatives from the African Nova Scotia and Mi'kmaw communities. A report of the findings from the survey and the focus group sessions was prepared by Dr. Victor Thiessen and Barbara Cottrell.

The committee acknowledges that schools and boards are currently attempting to provide a wide range of programming and services for students with special needs, within financial and other resource limitations. There is recognition by the committee that additional improvements are needed to address ongoing and new challenges to meeting the diverse learning needs of students.

The review findings indicate that progress has been made in implementing many of the special education policy areas. Inclusive schooling, the program planning process, resources and supports, and the identification and assessment of students with special needs were most often cited as significantly improved. However, the need for more resources and supports to fully implement the policy was highlighted by both survey respondents and focus groups. Inadequate funding is perceived to be at the heart of limiting progress in the implementation of the special education policy. Indeed, this lack of resources is jeopardizing the implementation of the policy, which has an impact on all students, not just those with special needs. In terms of the program planning process, further efforts need to be made to ensure that meaningful parental involvement occurs.

Suggestions were made for establishing clearer criteria and definitions both for access to core special education services and for the distinct roles of the relevant stakeholders. The need for enhanced communication among the public education system and its partners and for a well-defined system of accountability were also identified as key issues to be addressed. In all, the committee made the following 34 recommendations:

Inclusive Schooling

1. The Department of Education and school boards should develop a communication plan to improve understanding of inclusive schooling and programming and services for students with special needs. The communication plan will describe how to access existing documents and will support the development of a series of information brochures. The brochures should describe programming and services available and how they can be accessed. Brochures should cover, but not be limited to, the following:

   - inclusive schooling
   - identification and assessment
   - program planning process
   - appeal process
   - transitions

   Stakeholder groups should be consulted regarding the development of the plan and materials, and the documents should emphasize clear explanations using plain language.

2. The Department of Education and school boards should establish common terminology in special education (e.g., adaptations/modifications, EPA/SPA/TA, resource teachers/PST/LST, etc.). Further, the Department of Education should clarify the term "emotional impairment" in Policy 1.3.

Professional Development

3. The Department of Education, university faculties of education, school boards, and the Nova Scotia Teachers Union (NSTU) should collaborate on the development and implementation of an ongoing in-service plan for teachers, administrators, professional support staff, and teacher assistants on programming and services for students with special needs. The plan should encourage
   - involvement of teachers and teacher assistants in the design and development of in-service plans to address local needs
   - participation of school board members, parents, university education faculty, and professionals from outside education who work with children and youth with special needs.

   The plan should increase knowledge and understanding of specific disabilities and the link between assessment and instructional practices and should focus on a variety of teaching strategies, adaptations, learning styles, individual program planning, meaningful parental involvement, teacher-student communication, behavioural issues, and leadership.

   The Department of Education and school boards should provide sufficient additional funding and time for implementation of the plan and ensure systematic evaluation of outcomes.

4. The Department of Education and school boards should develop and implement information and training sessions for parents regarding the special education policy, programming and services for students with special needs, and issues surrounding specific disabilities.

5. The Department of Education, school boards, NSTU, and faculties of education should design and implement an annual institute to provide opportunities for education professionals to share

and network effective/promising practices, materials, and resources. Involved in these sessions should be parents, advocacy groups, and other professionals to share their experiences.

Identification and Assessment

6. The Department of Education and school boards should review existing referral and assessment practices of school boards and develop uniform guidelines that
   - establish appropriate and timely referral and assessment practices
   - describe the ongoing link between assessment and instructional practices.

7. The Department of Education, university faculties of education, and school boards in consultation with teachers should collaborate to design, implement, and evaluate professional development opportunities for resource and classroom teachers, including institutes and courses on identification and assessment practices.

8. The Department of Education should set targets and provide financial support for appropriate numbers of qualified professionals in the school system to support the identification and assessment process. Geographic considerations should be incorporated into this process.

Program Planning

9. The Department of Education should establish a committee including the NSTU and school boards to review and recommend by November 1, 2001, ways to ensure that teachers have sufficient time available for program planning. The report of the committee should provide
   - options/effective practices to increase the time available to plan
   - clarification that 'contact time' includes time utilized for program planning
   - a communication/implementation plan

10. The Department of Education and school boards should develop and implement a guide for teachers, administrators, and professional support personnel, clarifying the roles and responsibilities of all involved in the program planning process.

Parental Involvement

11. The Department of Education, in consultation with the Special Education Programs and Services Committee (SEPS), should develop a guide for parents on the program planning process and the role of all partners in the process.

12. Each school board should develop and implement a strategy consistent with the guide to enhance meaningful parental involvement in the program planning process.

Interagency Collaboration

13. Government, through the Child and Youth Action Committee (CAYAC), should ensure interagency collaboration to enhance access to programs and services for children and youth with special needs. The following actions should be undertaken:
   - Revise and expand the handbook *Transition Planning in Nova Scotia* (1994). Transition procedures at school entry and school leaving should be outlined.
   - Develop collaborative practices with health professionals to ensure that recommendations made to schools are feasible and practical and consider the context of the school environment.

- Identify and address the gaps in support for children and youth with special needs. This should include implementation of the recommendations in the report "Mental Health: A Time for Action", Bland and Dufton, May 2000.
- Develop a mechanism for the provision of services and funding to support youth with disabilities aged 18-21 years old upon school leaving.

Resources and Supports

14. The Department of Education should define core services and desired service ratios (based on recognized professional standards) for professional staff at the school board and school levels.

15. The Department of Education should engage, on a short-term contract, a person with expertise and qualifications in the educational applications of assistive technology to design a framework for the acquisition, distribution, and provision of a full range of assistive technology devices and services for the P-12 school system.

16. The Department of Education and school boards should review and update the list of Authorized Learning Resources to facilitate access to appropriate multi-level resources are available for students and teachers in both English and French.

17. The Department of Education, in consultation with education partners, should develop programming guidelines and strategies to support students with behavioural challenges in the school system.

18. The Department of Education, through the Education Funding Committee, should address the issue of class size guidelines and related funding requirements.

Funding

19. The Department of Education should provide an immediate injection of $20 million in the 2002-03 fiscal year targeted to a base level of core services and appropriate service ratios.

20. Core services caseloads should be reviewed annually by the Special Education Programs and Services Committee to recommend appropriate service and funding levels to the Minister.

21. The Department of Education should cost the recommendations in the Special Education Implementation Review Committee (SEIRC) report and include them in the funding plan in time for the next budget cycle. The plan will identify how the additional funding should be targeted to address needs in the following priority areas:
    - Professional development
    - Support for emotionally/behaviourally challenged students based on:
      I. following guidelines developed by the department in consultation with school boards, teachers, and parents and
      II. proposals submitted by school board reflecting effective practices
    - Learning resources for students with special needs including a designated amount to be accessed at the school level
    - Assistive technology
    - Teacher time for program planning and implementation

22. Additional funding should be included in the resource credit allocation for schools to reflect the need for additional learning resources for students with special needs.

Programming Standards and Accountability

23. School boards should monitor Individual Program Plans (IPPs) to ensure that the outcomes developed and implemented are appropriate and measurable. In addition, a consistent system should be developed to track, monitor, and report to parents student progress and achievement on outcomes stated in IPPs.

24. As recommended in the *Post-Shapiro Review of Teacher Education in Nova Scotia, Oct 2000*, the Minister should ensure there is a mechanism to monitor pre-service teacher education programs and propose policy changes. All teachers who successfully complete an approved program of initial teacher education and are certified to teach in Nova Scotia should have undertaken coursework that addresses programming in special education and practica within inclusive settings that involves working with a diverse range of students who have special education needs.

25. Notwithstanding contractual agreements, the Department of Education should define or adopt, and school boards should adhere to, competencies and/or professional qualifications in hiring or assigning persons responsible for providing core special education services (e.g., resource teachers, speech language pathologists, school psychologists, student service coordinators).

26. School boards should ensure that each school implements "Tracking Our Progress" as part of their school improvement planning. School boards should submit an annual report on implementation to the Department of Education, which in turn will be shared with SEPS.

27. School boards should monitor resource teacher allocations in schools to ensure appropriate utilization of allocated staff and effective implementation of resource programs and services.

28. The Department of Education, in consultation with school boards, should identify core competencies for teacher assistants to be included in training programs for teacher assistants. These competencies should be required components in approved training programs.

29. School boards should develop short- and long-term plans for the provision of barrier-free access to, and within, educational facilities as mandated under Section 65(2)(e) of the Education Act and include updates on implementation of their plans as part of their annual report to the Minister of Education. The Department of Education should provide an annual update to be tabled each fall at a SEPS meeting regarding progress in both existing and new facilities in improving barrier-free access to public schools.

30. The department should table an annual report with SEP on progress in implementing the special education policy and the recommendations in this report and on the resources provided to school boards and schools to assist in implementation.

31. The Department of Education, in consultation with the current SEPS committee, should review the role, mandate, and membership of the SEPS in light of the additional responsibilities recommended by this report.

Appeal Process

32. The Department of Education, in collaboration with school boards, should provide professional development for board office and school administrators and student services personnel in mediation skills to increase their ability to ensure that disputes regarding IPPs are resolved in a manner that is timely and minimizes the necessity of using the formal appeal process.

33. The Department of Education, in collaboration with school boards, should adopt mandatory procedures for the school board level appeal process that ensure timely resolution, specific recommendations, and parent involvement in selection of the review panel (similar to those afforded in the provincial appeal process).

34. The Department of Education and school boards should develop an information package on the appeal process to be distributed to parents in situations where there is an unresolved dispute regarding IPP outcomes or placement. The package should include all relevant board and department information in a format that provides parents with clear direction throughout the appeal process.

Action To Date on the 34 Recommendations of the SEIRC Report

Recommendation		Action to Date	Proposed Action
1	Communication Plan	- APEF Inclusive Schooling brochure drafted	Develop brochures as follows: Program Planning Process (2002-03), Appeal Process, Transition Planning (2003-04), Identification and Assessment (2003-04)
2	Common Terminology	- Discussions initiated with Student Services coordinators	Ongoing
3	Professional Development	- School Boards submitted plans based on provincial priorities - Developed and implemented inclusive schooling module for administrators (summer 2002)	- Summer institutes - Ongoing professional development
4	Information/Training for Parents	School Boards have developed parent brochures and information pamphlets	Guide on program planning (2003-04)
5	Annual Institutes	Summer institutes offered 2002	
6	Referral and Assessment Practices		Develop and implement guidelines (2004-05)
7	Professional Development Opportunities for Professional Staff	Established a Master's degree program in partnership with universities and school boards	- Continue to offer this program to teachers - Supporting practicums
8	Identification and Assessment – Appropriate Numbers of Qualified Professionals	A total of $6.0 M additional targeted funding announced from 2003-06 to increase number of core professional service providers.	
9	Time for Program Planning	Department of Education and NSTU report completed, $500,000 in financial support	
10	Guide regarding Roles and Responsibilities (for staff)	*Supporting Student Success: Resource Programming and Services* completed November 2002	Develop guidelines for speech-language pathologists (2003-04), school psychology (2004-05)
11	Guide for Parents on Program Planning		Develop a new guide for parents on program planning (2003-04)
12	Enhanced Parent Involvement in Program Planning		Implementation of Guide at school board level in 2004-05
13	Interagency Collaboration	- Revision of *Transition Planning Handbook* in draft - Re-established Provincial Transition Committee under CAYAC - Draft transfer of Specialized Health Care Functions protocol completed - EIIS brochure completed	- Implement Transition Plan - Implement transfer of specialized health care functions protocol
14	Core Services Desired Service Ratios	See *Learning for Life*, p. 19	

Recommendation		Action to Date	Proposed Action
15	Assistive Technology Resources	Assistive Technology guidelines in development	$.05 M in 2003-04 $.30 M in 2004-05 $.30 in 2005-06
16	Authorized Learning Resources	▪ Committee to expand resource list established ▪ Extensive resources allocated to schools for grades 4-6 and 7-9 struggling readers (2002-03)	
17	Guidelines and Strategies for Students with Behavioural Challenges	▪ APEF draft on behaviour strategies developed ▪ Code of Conduct Guidelines in progress ▪ Four behaviour intervention pilots underway ▪ Cooperative Discipline training for leaders in each board (summer 2002) ▪ Comprehensive Guidance and Counselling training in spring 2003	In-service guides
18	Class Size Guidelines	See *Learning for Life*, p. 7	
19	Core Services and Appropriate Service Ratios	See Targeted Core Professional Services, *Learning for Life*, p. 19	
20	Core Services Caseload	See Targeted Core Professional Services, *Learning for Life*, p. 19	
21	Costing Recommendations	Draft completed. To be discussed with Special Education Programs & Services committee	
22	Increase Authorized Resource Credit Allocation	$100,000 identified in 2002-03 focused on literacy	
23	Monitoring of individual program plans (IPPs)	Template developed for reporting on individual program plans for provincial report card, piloting in 2002-03	Implementation of report card (2003-04)
24	Monitoring Pre-Service Teacher Education Programs	Identified gaps in pre-service and APEF discussing this with universities	
25	Competencies and/or Professional Qualifications	Competencies for Resource Teachers Developed	Develop guidelines for speech-language pathologists (2003-04), school psychology (2004-05)
26	Tracking Our Progress	Redeveloping Tracking Our Progress to ensure connection to additional funding and accountability (2002-03)	Incorporation of reporting on student services in annual business planning and school accreditation pilots (2003-04)
27	Monitoring Resource Teacher Allocation	Annual Student Services Provincial Survey used to monitor	
28	Core Competencies for Teacher Assistants	Draft of competencies developed	Develop and implement in-service modules based on identified needs

Recommendation		Action to Date	Proposed Action
29	Barrier-Free Access	Standards currently in Education Act – Section 64(2)(e)	Require as part of annual business plan (2003-04)
30	Annual Reports on Special Education Policy Implementation		Annual report to be tabled with SEPS starting in 2003
31	Review of SEPS Mandate/Membership	Draft mandate – membership document prepared and submitted to SEPS	
32	Professional Development in Mediation Skills for School Board Staff		Mediation Skills Workshop, Summer institute, 2003
33	Mandatory Appeal Procedures – school board level		School Board and Ministerial Guidelines will be updated
34	Information Package on Appeal Process		Boards to develop (2003-04)

Appendix 4

Halifax Regional School Board

SPECIAL EDUCATION
POLICY

POLICY CONTENTS

1.0 DEFINITIONS
2.0 EDUCATIONAL FUNDING
3.0 GENERAL PRINCIPLES
4.0 SERVICE DELIVERY MODEL
5.0 PROGRAM PLANNING
6.0 COLLABORATION
7.0 STUDENT PLACEMENT
8.0 TRANSPORTATION
9.0 COMMUNICATION
10.0 PROFESSIONAL DEVELOPMENT
11.0 APPEALS
12.0 AUTHORIZATION

1.0 DEFINITIONS

1.1 Students with special needs are those whose needs are such that they require supports in addition to those provided by a classroom teacher.

2.0 EDUCATIONAL FUNDING

2.1 In addition to general formula funding, the Department of Education provides a grant to each school board to assist with the costs of programming and services for students with special needs (provincial Special Education Policy 1.3).

2.1.1 The provincial Special Education Policy outlines students for whom special education funding may be used as those students having any of the following exceptionalities:

- cognitive impairments
- emotional impairments
- learning disabilities
- physical disabilities and/or other health impairments
- speech impairments and/or communication disorders
- sensory impairments – vision, hearing
- multiple disabilities
- giftedness

3.0 GENERAL PRINCIPLES

3.1 The Halifax Regional School Board is committed to providing an appropriate education for all students by responding to their unique needs on an individual basis through the provision of a range of organizational and instructional options to enhance opportunities and the provision of continuity in programming for all students.

3.2 The Halifax Regional School Board is committed to quality education for all students through the provision of qualified teachers who are responsible for ensuring that the objectives of the program match, as much as possible, student strengths and needs.

3.3 The Halifax Regional School Board endorses the value of inclusive schooling. In accordance with the Education Act 64(2)(d), the Halifax Regional School Board is committed to "developing and implementing educational programs for students with special needs within the regular instructional settings with their peers in age in accordance with the regulations and the Minister's policies and guidelines".

4.0 SERVICE DELIVERY MODEL

4.1 Services will be delivered through a clearly articulated, equitable model reflected in the planning framework and responsive to the needs identified through regional, area, family, school and individual program planning.

5.0 PROGRAM PLANNING

5.1 The Halifax Regional School Board endorses a process of identification, assessment, program planning and evaluation as outlined in the provincial Special Education Policy.

5.2 Each principal is responsible for ensuring that there is a collaborative structure in place (School Planning Team or SPT) for decision-making regarding the use of allocated school-based resources and services and to facilitate the development and implementation of individual program plans.

5.3 The Halifax Regional School Board will provide qualified personnel to assist schools in the identification of students with special needs through assessment and evaluation.

5.3.1 When formal assessment is deemed necessary by a School Planning Team, informed written consent from a parent/guardian is required prior to the assessment.

5.4 In accordance with the Department of Education Special Education policy 2.6, "an individual program plan (IPP), based on the student's strengths and needs will be developed and implemented at the school level for every student for whom the provincial curriculum outcomes are not applicable and/or attainable".

5.4.1 Transition planning is part of the individual planning process for each student with special needs.

6.0 COLLABORATION

6.1 The Halifax Regional School Board will ensure that the individual program planning process is collaborative in meeting student needs. In addition to appropriate staff, parents/guardians will be included at all stages of the planning process.

6.2 The Halifax Regional School Board is committed to working collaboratively with external agencies in program planning for students with special needs.

7.0 STUDENT PLACEMENT

7.1 Programming options shall be carefully considered for each individual student. In situations where a student with special needs requires a setting or services not available at their home school, the School Planning Team may initiate a referral for an alternative placement.

7.2 All placements in classes outside a student's home school are considered temporary.

7.3 Placements will be reviewed annually or more often as needed.

8.0 TRANSPORTATION

8.1 Any student having a physical or cognitive disability requiring special transportation shall be conveyed from home to school at the Board's cost, irrespective of distance.

9.0 COMMUNICATION

9.1 The Halifax Regional School Board will provide schools, parents/guardians, and the public with clear information about the range of services and costs associated with the provision of support for students with special needs.

10.0 PROFESSIONAL DEVELOPMENT

10.1 The Halifax Regional School Board will support professional development opportunities for staff focused on meeting the needs of all students.

11.0 APPEALS

11.1 In cases where a parent/guardian of a child with special needs does not agree with the outcomes and/or placement indicated on the individual program plan, they may request an appeal as outlined in the School Board and Ministerial Appeal Guide, February 1999.

12.0 AUTHORIZATION

12.1 The Superintendent is authorized to develop and issue procedures in support of this policy.

Appendix 5

Halifax Regional School Board

SPECIAL EDUCATION

PROCEDURES

PROCEDURES CONTENTS

1.0 SERVICE DELIVERY MODEL
2.0 PROGRAM PLANNING
3.0 STUDENT PLACEMENT
4.0 TUITION AGREEMENTS
5.0 COMMUNICATION
6.0 APPEALS
7.0 TRANSPORTATION

1.0 SERVICE DELIVERY MODEL

1.1 In order to ensure that student services are provided in an equitable manner, the Board will establish leadership and planning structures at several levels.

1.1.1 regional
1.1.2 area
1.1.3 family
1.1.4 school

1.2 Through these structures, designated staff at each level will make informed decisions regarding the use of resources allocated to that level.

1.3 The specific responsibilities of each of these teams are outlined in the Leadership and Planning Framework for Student Services (Appendix 1).

1.4 Each year as part of budget planning the Regional Planning Team will make recommendations regarding System Standards for resources funded through the Board global budget. Depending upon the needs identified within schools and families, these services may change from year to year.

1.5 Enhanced services will be provided, pursuant to the Supplementary Funding Policy, at the area, family and school levels. Decisions regarding the allocation of these resources will be made through the Leadership and Planning Framework for Student Services.

2.0 PROGRAM PLANNING

2.1 In each school, the principal shall be responsible for establishing a School Planning Team (SPT).

2.2 In each family, the lead principal shall be responsible for establishing a family of schools planning team (FOSPT).

2.3 In each area, the supervisor of student services shall be responsible for establishing an area planning team (APT).

2.4 At the regional level, the regional supervisor of student services shall be responsible for establishing a Regional Planning Team (RPT).

3.0 STUDENT PLACEMENT

3.1 When a School Planning Team determines that a student should be considered for placement in a special program outside their home school, the procedures for Special Class Placement, Creating Schools Populations Policy, will apply.

4.0 GUIDELINES REGARDING THE PROVISION OF SERVICES AND BENEFITS FROM EXTERNAL SOURCES

4.1 The School Board may enter into agreements for the provision of external services and benefits for students. When the agreement is for a tuition agreement the private school must teach the provincial curriculum and the program offered must be acceptable to the School Board. Prior to consideration of such a request the following criteria must be met:

4.1.1 The process of identification, assessment, program planning and evaluation for students with special needs as outlined in Policy 2.2 of the Provincial Special Education Policy Manual and the Board's policy have been followed.

4.1.2 The Board has explored all opportunities to realign, reallocate or change the delivery of services within the School Board to meet the needs of the student.

4.2 The parent/guardian submits to the office of the area Assistant Superintendent, in writing, a request for consideration of a tuition agreement for their son/daughter.

4.3 The request is reviewed by the Area Planning Team within thirty (30) working days of the request.

4.4 The parent/guardian will be notified of the decision of the Area Planning Team, in writing.

4.5 Only services provided through the Halifax Regional School Board shall be provided on school property during the regular school day.

5.0 COMMUNICATION

5.1 An information website related to student services will be developed by Regional Student Services staff and maintained with the support of the Communications Department of the Board.

5.2 Each school shall prepare and distribute a brochure describing the student services available at their site using a template developed by the Regional Student Services Supervisor in consultation with the Communication Department of the Board.

6.0 SCHOOL BOARD SPECIAL EDUCATION APPEALS

6.1 In a case where a member of the program planning team does not agree with the outcomes and/or placement indicated in the individual program plan, a School Board Special Education Appeal may be initiated.

6.2 A letter to the office of the appropriate Area Assistant Superintendent of the Halifax Regional School Board is written to request a School Board Special Education Appeal. This should occur within thirty (30) working days of the date of the establishment or review of the IPP.

6.3 Upon receipt of a request for an appeal, the Department of Education *School Board and Ministerial Appeal Guide* and relevant School Board policies and procedures will be forwarded to the parent/guardians requesting the appeal within ten (10) working days.

6.4 The request will be reviewed to determine if the program planning process has been followed and if the appeal is based on the outcomes and/or placement as indicated in the IPP.

6.5 If the decision is to refer back to program planning this information is communicated to all appropriate parties.

6.6 If the decision is to grant the appeal and the request is received by June 21, a date will be established within forty (40) workings days and the date, time and location of the appeal will be distributed to all appropriate parties.

6.7 Requests received at the office of the Assistant Superintendent on or before June 21 will be heard before July 15, if granted. Requests received after that date will be heard on or before September 15.

6.8 A School Board appeal committee, set by the Board, hears and decides the appeal. This committee consists of an Assistant Superintendent, a school principal and an individual, not employed by the HRSB, with educational experience and expertise. All appropriate parties will be notified of the appeal decision within ten (10) working days of the appeal.

7.0 TRANSPORTATION

7.1 In accordance with the Education Act and Regulations (June 1997) and Board Policy, any student requiring transportation because of special needs shall be conveyed from home to school at the Board's cost, irrespective of distance.

7.2 School principals will provide information to the Operations Department as to those students affected. Assistant Superintendents will provide guidance as necessary.

Halifax Regional School Board

PROTOCOL FOR PLACEMENT OF STUDENTS HOUSED IN RESIDENTIAL FACILITIES
(Revised September 7, 2003)

The Halifax Regional School Board recognizes the need for students under the care of residential facilities to attend community-based school programs. All reasonable efforts will be made to facilitate a successful transition and to accommodate each student's educational requirements. To facilitate the registration for resident students, the following procedures are recommended:

1. The Board acknowledges that the preferred option for children/youth residing in residential facilities is to attend the school that serves the neighbourhood in which he/she legally resides. Legal residence is defined as the residence of the student's parents or if the student has a legal guardian appointed, pursuant to an Order of the Court or by operation of law, then the residence of such guardian.

2. In cases where transportation costs make this option prohibitive, or in the event that the student must be accommodated in a neighbourhood school in proximity to the residential facility, the residential facilities staff is responsible for approaching the Principal of the school to facilitate the registration and transition process. At the time of registration, the supervisor or mutually agreed upon designate of the residential facility will assume the role of primary contact for the resident to ensure consistent communication. This process should be concluded in a maximum of ten school days. Difficulties with this process should be reported by the Principal to the School Administration Supervisor to ensure a timely placement of the resident.

3. Programming options shall be carefully considered for each individual student. In situations where a student requires a setting or services not available at the neighbourhood school, the School Planning Team may initiate a referral for an alternate placement. The Principal is responsible to refer the placement concerns to the respective School Administration Supervisor for consultation. The Supervisor is best prepared to consider available resources, demographics and community factors that will impact on the success of the transition and to determine if the support of the Student Services Facilitator is required. This process should be concluded in a maximum of ten school days. At the point of registration, the supervisor or designate of the residential facility will assume the role of primary contact for the resident to ensure consistent communication. The supervisor or designate will assume specific responsibilities indicated in the IPP of the resident (if required) to ensure accountability and responsibility in implementing the plan.

4. All placements in classes outside a student's neighbourhood school are considered temporary. Placements will be reviewed as part of the Program Planning Process. In addition, if the student is no longer under the care of the residential facility, the student will be required to transfer to the school that serves the neighbourhood in which he/she legally resides.

Appendix 7

Guidelines Regarding
Tuition Agreements for Students with Special Needs

The Education Act, Section 64(3){c} states:

A school board may enter into agreements, including tuition agreements, for the provision of services and benefits.

Recently, school boards have asked the Department of Education and Culture for guidance on parameters for the content of tuition agreements to purchase services from (or place students in) private schools for students with special needs. The following criteria are suggested as guidelines for boards considering agreements with private schools to support individual placements for students with special needs:

(1) ***The process of identification, assessment, program planning and evaluation for students with special needs as outlined in Policy 2.2 of the Special Education Policy Manual and in the board's policy has been followed;***

(2) The board has explored all opportunities to realign, reallocate or change the delivery of services within the school board to meet the needs of the student;

(3) The program planning team, of which the student's parents are members, and the school board staff have determined that the student's needs for learning cannot be met within the board's system;

(4) If all of the first three criteria are met, the school board may enter into a tuition agreement with a private school which teaches the provincial curriculum and whose program is acceptable to the school board. If the tuition agreement is for a student in high school, the program must be approved by the Department of Education and Culture;

(5) A student placed in a school outside the board's system in accordance with the preceding guidelines must first be registered with his/her local school. The student will be counted for formula funding purposes and the board will continue to have responsibility for reviewing and evaluating the student's progress throughout the school year;

(6) The school board may extend the tuition agreement beyond the initial year if the program planning team, the school board and the parents agree that continuation of the placement is still necessary;

(7) School boards should develop a policy on purchasing out educational services which incorporates the preceding guidelines based on their particular circumstances.

The preceding guidelines assist school boards in identifying options for disbursing funds to best meet the requirements of students with special needs. It should be noted that only the school board receives formula funding and no other person or organization has legal entitlement to these funds.

Source: Department of Education and Culture

Amended August 20, 1997

Glossary of Terms

APEF
Atlantic Provinces Education Foundation.

APSEA
Atlantic Provinces Special Education Authority.

ASD
Autistic Spectrum Disorder.

CASLPA
Canadian Association of Speech Language Pathologists and Audiologists.

CAYAC
Children and Youth Action Committee. A group of senior officials from the Nova Scotia Departments of Education, Justice, Health, and Community Services, the NS Sport and Recreation Commission and the NS Youth Secretariat. CAYAC promotes co-coordinated policy development and comprehensive service delivery to achieve better outcomes for children and youth in the province. CAYAC promotes and facilitates interdepartmental initiatives at the provincial and regional level.

CDST
Child Development Support Team, a board-based behaviour program.

CUPE
Canadian Union of Public Employees.

EIIS
Early Identification and Intervention Services. An interdepartmental project through the Children and Youth Action Committee (CAYAC) that includes the departments of Health, Education, Community Services and Justice, as well as Recreation and some community partners. (See CAYAC.)

EPA
Educational Program Assistant.

FTE
Full-time equivalent staffing.

FOSPT
Family-of-schools planning team.

GF
General Fund. Sometimes referred to as Global Funding.

HRSB
Halifax Regional School Board.

IPP
Individual Program Plan.

JH
Junior High School, encompassing Grades 7 to 9.

LC
Learning Centre. (Also see Specialized Learning Centre.)

NSTU
Nova Scotia Teachers Union.

QEHS
Queen Elizabeth High School.

SEIRC
Special Education Implementation Review Committee. (See SEPS. Also see Appendix 3.)

SEPS
Special Education Programs and Services Committee. A group representing several departments of the provincial government, including Health, Community Services and Education, as well as significant representation from groups representing students with special needs. The Halifax Regional School Board Coordinator of Programs and Student Services currently represents the Coordinators of Student Services across the province on this committee. The SEPS committee was instrumental in the Special Education Implementation Review Committee (SEIRC), and will continue to be involved in the implementation of the recommendations. (Also see SEIRC.)

SH
Senior High School, encompassing Grades 10 to 12.

SLP
Speech Language Pathologist.

Specialized Learning Centre
A learning centre that is funded entirely through supplementary funding. These were formerly referred to as "special classes" or "congregated classes." The students are often multi-challenged, requiring a very high level of care.

STARS
Success Targets Aimed at Returning Students. A pilot project at Queen Elizabeth High School, funded for 2003-04 through the Department of Education's *Learning for Life* initiative.

TEACCH
Treatment and Education of Autistic and related Communication-handicapped Children. An individualized assessment and treatment program developed at the University of North Carolina for children with autism and communication handicaps.

ACTIVITIES IN SCHOOLS ON VIOLENCE AND DRUGS

In the Superintendent's Annual Report for the 2003-2004 we reported on the following board-level Safe Schools initiatives:

BOARD-LEVEL ACTIVITIES

Supporting Students

- Partnered with the Crime Prevention Society of Nova Scotia, Police Services, and Sobeys to produce anti-bullying calendars that were distributed to all Grade 5 students
- Implemented the Options To Anger Program™ to help secondary students on suspension before they returned to school
- Applied for and received funding from Theatre Nova Scotia's Perform (artists in schools) program. High schools will receive 18 hours of instruction time, helping each school to create and perform a live play on student relationships and anti-bullying for junior high schools.
- Hosted the Halifax Regional Skills Competition for elementary and junior high students, with a theme of bully awareness
- Partnered with the Saint Mary's University football team and received free tickets to all home games next year. The tickets will be given to students to recognize pro-social behaviour.
- Held 45 workshops for students on the topic of bullying.

Providing Professional Development

- Delivered training to teachers in non-violent crisis intervention, the Lion's Quest™ social skills program, and peer mediation
- Trained junior high Guidance teachers in the Options to Anger™ program
- Held several school training sessions on strategies for developing a positive school climate
- Provided a variety of books to schools on bullying and student relationships.

Building Public Awareness

- Launched a public anti-bullying campaign in partnership with Metro Transit
- Began implementation of workshops with School Advisory Councils on the Nova Scotia Code of Conduct for Schools
- Delivered nine workshops to parents on the topic of bullying
- Distributed parent brochures on bullying to all schools.

SCHOOL-LEVEL ACTIVITIES

This month we also surveyed schools to collect information on the types of safe and healthy schools initiatives that they have implemented. It was very clear from school's responses that these initiatives have become an integral part of their programming. Survey results also show that schools and community agencies are forming strong partnerships to meet the needs of students in these areas. In addition to the many examples of partnerships listed below, schools frequently described how they have instituted regular meetings with key groups such as police services and public health. Many respondents also described the procedures that are in place to address emergent issues in a timely manner with involvement of students, staff and parents.

The range of prevention and intervention activities currently in place in HRSB's schools to address violence and drug-use issues include,

- Peer Mediation Programs
- Lions Quest Program
- Second Step Program
- RCMP Dare Program
- Bully Smart Programs
- Pal Radio
- Circle of Friends
- Moments of Kindness
- Comprehensive Guidance Program
- League of Peaceful Schools activities
- RISKWATCH which is actually an injury prevention program but focuses on the areas of Motor Vehicle safety, Fire and Bum Prevention, Firearms Injury Prevention, Bike and Pedestrian safety, and Water safety.
- Clear Implementation of Code of Conduct
- Close liaison with School Police Liaison Officers
- Offerings of Extensive Extra Curricular Programs
- Youth Health Centre and the Public Health Nurse does do individual sessions on Anger Management
- Grade 12 Drama students wrote and presented anti-bullying and smoking cessation skits to HRSB junior high schools
- Participation in Art Against Youth Violence Contest
- Partnerships between RCMP liaison officers and youth health center staff on delivery of school-wide drug awareness programs.
- One school identified an issue among students in a particular grade and instituted a noon hour club for this grade to discuss issues related to bullying and other topics, with involvement of the school's Public Health Nurse.
- Participation in Mainland North Anti-Smoking Poster contest
- As a part of the Focus on Bullying Program, we have class representatives, called "Peace Talkers", who meet with the principal twice a month to discuss issues and come up with ideas for a more peaceful school.
- Student Patrol Teams, who help younger students outside during recess and lunch.
- All classes have a "Box" in which children can put in any problems or suggestions for anti-bullying. This box ensures children can make comments anonymously.
- Super Citizen Awards to promote positive social behaviours in and around the school
- High Five Assemblies /Peace and Friendship assemblies
- Games Squad Program to promote 'fair play' activities at recess time
- Social skills groups - ten-week program designed and implemented by Learning Centre teacher and school psychologist
- ASDH Drug Awareness Action Committee
- Resources such as *Violence Prevention Skills: Lessons and Activities; Social Skills: Lessons and Activities;* and *Student Assistance Program (Drug and Alcohol prevention and intervention)*

- Scheduled guidance classes for all grade levels incorporate youth violence and drug awareness
- the 'Living Values Education Program' – promoting a different value each month (e.g. friendship, respect, responsibility, unity, honesty, acceptance, etc). Supported through classroom activities, a monthly assembly devoted to each value, and student contributions to a new bulletin board each month.
- Every month, there is a different value promoted such as friendship, respect, responsibility, unity, honesty, acceptance, etc. We have a monthly assembly devoted to the monthly value, and students contribute to a new bulletin board each month. Our school psychologist offered a helpful and positive parent workshop on developing self-esteem in children.
- Parent workshops on developing self-esteem in children
- Options to Anger Program
- Annual school student Peace Education/Building Conference
- Community building activities i.e. Student Showcase, Drama Production
- Parent workshops
- HIP – Healthy Informed & Positive Program (Drug Intervention Program)
- The P.A.R.T.Y. (Preventing Alcohol Related Trauma in Youth)
- Culture of Peace Conference for all grade 7 students Multicultural Fair to promote diversity and acceptance of all cultures
- Smoke Free for Life Program
- Anti-Drug/Anti Smoking poster contests
- "Please Don't Drink and Drive" paper bag decorating
- Presentations to classes on Drug Awareness, Stranger Danger, and Bullying by HRM Police Liaison Officers.
- Presentation by Jason Dixon (Member of Junior Boys Team Canada World Hockey, Gold Medal, Champions) on goal setting, and how alcohol, and drugs are a barrier to young people meeting their goals.
- Presentations by members of the 'ESTEEM Team' about healthy and positive choices regarding tobacco use, as well as offering encouragement to students strive for their dreams
- Performance by STOPP - 'Student Triumph Over Peer Pressure' Dance Club - a performance and workshop of dance and drumming presented by students from North Albion Collegiate Institute in Etobicoke, Ontario.
- Multi-media presentations from Mothers Against Drunk Driving
- Presentation by St. Mary's Men's Football Team on anti-bullying
- All school assemblies at high schools with George Chuvalo on substance awareness, sponsored by Alexa McDonough.

Funding Models

NOVA SCOTIA
Department of Education

Differential Board Funding – Nova Scotia

Board	Enrolment	$ / Student	Difference	+ %
Conseil	4,059	$6,922	$1,761	34.1%
Strait	9,355	$6,611	$1,449	28.1%
Cape Breton	19,443	$5,854	$692	13.4%
Southwest	17,608	$5,678	$516	10.0%
Chignecto	25,061	$5,615	$454	8.8%
Annapolis	16,766	$5,496	$334	6.5%
Halifax	56,408	$5,162	$0	0.0%

Differential Board Funding – Alberta

Board	Enrolment	$ / Student	Difference	+ %
Northland	2,959	$7,981	$2,083	35.3%
High Prairie	3,752	$6,986	$1,087	18.4%
Calgary	99,387	$5,899	0	0.0%

Differential Board Funding – Ontario

Board	Enrolment	$ / Student	Difference	+ %
Keewatin - Patricia	7,696	$7,312	$1,354	22.7%
Hamilton	52,964	$7,205	$1,247	20.9%
Bluewater	23,926	$6,387	$430	7.2%
Durham	69,457	$5,958	$0	0.0%

Differential Board Funding - Newfoundland

Board	Enrolment	$ / Student	Difference	+ %
Corner Brook	4,060	$7,184	$1,922	36.5%
Vista	4,225	$6,716	$1,454	27.6%
Avalon East	30,332	$5,262	0	0.0%

Differential Board Funding – Prince Edward Island

Board	Enrolment	$ / Student	Difference	+ %
Western School Board	7,670	$5,980	$192	3.3%
Eastern School Board	15,173	$5,788	0	0.0%